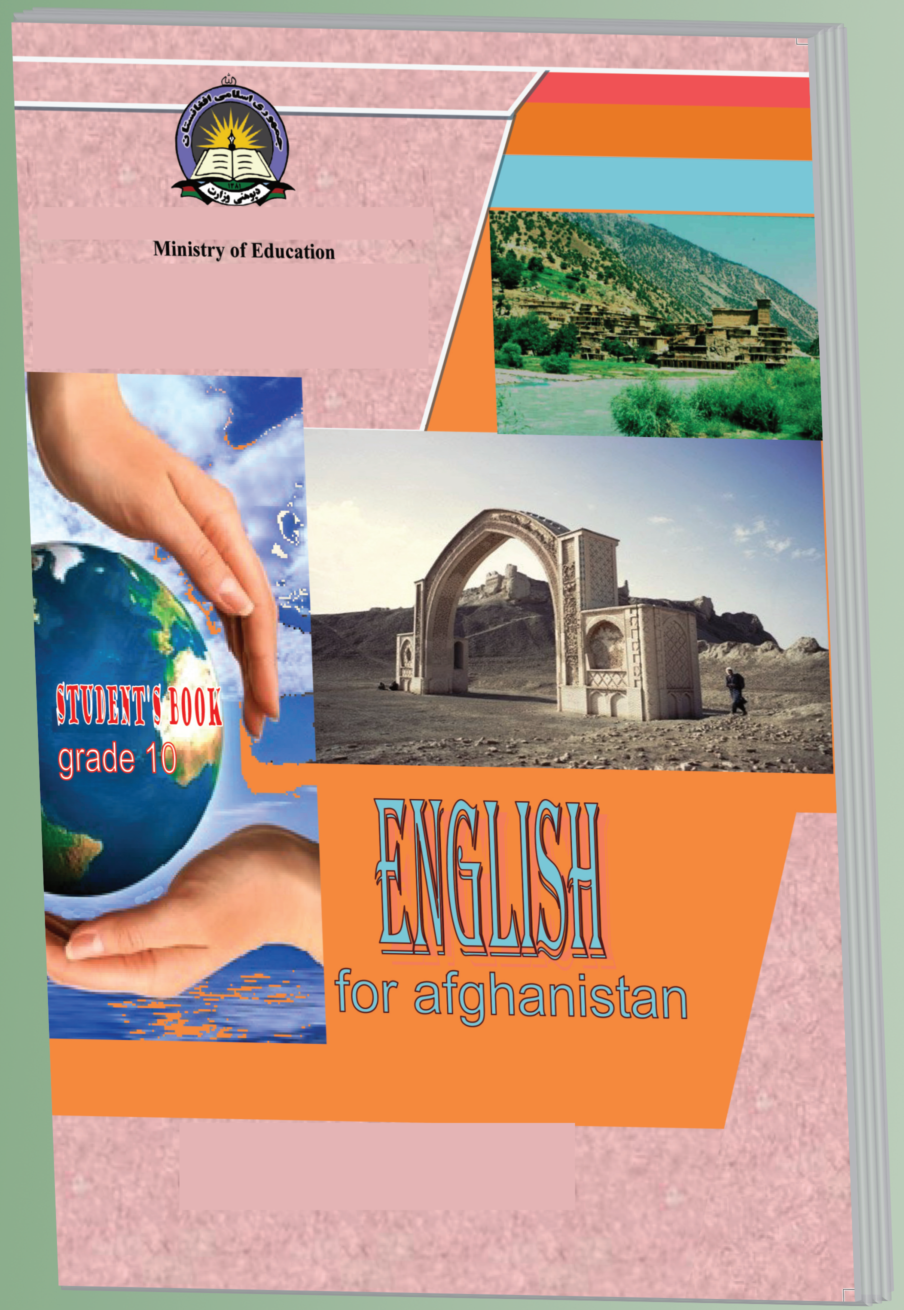
Teacher's guide

Grade ten

English for Afghanistan

Ministry of Education

Teacher's guide - Grade ten



1399

Edition



ملي سرود

دا وطن افغانستان دی
کور د سولې کور د توري
دا وطن د ټولو کور دی
د پښتون او هزاره وو
ورسره عرب، گوجر دي
براهوي دي، قزلباش دي
دا هېواد به تل ځلیږي
په سینه کې د آسیا به
نوم د حق مو دی رهبر

دا عزت د هر افغان دی
هر بچی یې قهرمان دی
د بلوڅو د ازبکو
د ترکمنو د تاجکو
پامیریان، نورستانیان
هم ایماق، هم پشه یان
لکه لمر پر شنه آسمان
لکه زړه وي جاویدان
وایو الله اکبر وایو الله اکبر

بسم الله الرحمن الرحیم

جمهوری اسلامی افغانستان

د پوهنې وزارت

Ministry of Education

English for Afghanistan
Teacher’s Book

Grade Ten

Published: 1399

Book Specifications

Subject: English for Afghanistan (Teacher's book)

Authors: Authors of English Department

Editors: Language Editors

Grade: Ten

Text language: English

Distributer: Communication and Public Awareness Directorate of MoE.

Publishing Year: ۱۳۹۹

Email Add: curriculum@moe.gov.af

The message of
Minister of Education

“Read by the name of Allah”

We express our gratitude to Almighty Allah who bestowed upon us life and the ability to read and write and we send endless salutation to Hazrat Muhammad) PBUP (whose first divine message from Almighty Allah is “Read!”

As it is obvious ,the year of 1397 was named as “Education Year”. Therefore, Afghanistan education system will witness many fundamental quality changes in its different spheres. Teachers, students, curriculum/textbooks, schools, administrations and Parents’ Councils are the six basic elements of Afghanistan education which play an important role in expanding and developing of education of a country. At such a fateful moment, the leadership and the entire family of Afghanistan Education is committed to create fundamental changes in the development and expansion of the current education system in Afghanistan .

Thus, reforming and developing of the educational curriculum is one of the key priorities of Ministry of Education) MoE. (In this regard, improvement in quality, content and the process of distributing of textbooks to schools, Madrasas, and all government and private educational centers is one of the topmost priorities of MoE. We believe that without having quality curriculum and textbooks, we will not be able to achieve the sustainable development goals with regard to education in our country.

To achieve the mentioned goals and an efficient education system, we kindly request our dedicated teachers and committed school administrators who are the educators of the future generation across the country to make endless efforts to support the active learning process using the textbooks and do their best to nurture the future generation to become informed and educated citizens who are critical thinkers and have the religious and national values. Teachers should begin their lessons every day with a sense of accountability and renewed commitment in order for their students to grow into civil, responsible and effective citizens, and serve as the architects of Afghanistan’s future development.

Furthermore, I kindly request our motivated students who are the country’s future valuable assets that they should not neglect the opportunities provided to them and respectfully utilize the teaching and learning process using the scientific curiosity and benefit immensely from the knowledge of their teachers.

Last but not least, I highly appreciate the endless efforts of educational experts, educationists, and technical partners in curriculum development that actively worked day and night to develop this textbook. I wish them success from Almighty Allah in their noble efforts.

I wish we achieve a well-developed education system of high standard and an Afghanistan with free, informed and prosperous citizens.

Dr .Mohammad Mirwais Balkhi
Minister of Education
Afghanistan

Teacher's Guide

Description of the Course

Dear Teacher!

English teacher guide for Afghanistan Grade (12) textbook is divided into (12) Units and it should be taught in 84 periods. There are four basic language skills among the lessons: *speaking, listening, reading,* and *writing* along with useful *vocabulary* and effective *grammar* structures. If the teacher is to train his students in all four skills, he must make efficient use of the time at his disposal. The students must be trained in methods to use their eyes, ears and mind to read words and sentences with correct pronunciation and consequently understand their meanings very well.

It is obvious that learning a language is not a matter of acquiring a set of rules about the language. And it is not functional or practical for him to direct his efforts only at informing a large vocabulary to his students during the teaching. Instead it is very important for a teacher to pay his attention at the methods to enable students to use the rules and vocabulary effectively and successfully in their practical life.

Thus, students' expertise of a language is ultimately measured by how well he can use it, not by how much he knows about it. And students' command of a language will be judged not by how much he has got knowledge of the language, but how well he can apply and act upon it in public.

Common Goals

The common goals of the course are as follows:

- To make easy for students to regard English as a means of communication and to use it for a meaningful purpose.
- To contribute to the development of the students' linguistic, intellectual, social, emotional and physical skills
- To make the course more interested and enjoyable for students of the English language.
- To encourage students to speak English Language independently.
- To raise students' awareness of how language operates as a rule-based system.
- To hearten students to be actively involved in the learning process of English.
- To encourage students to reproduce language structure, and evaluate, their own progress through self-evaluation tasks.
- To give students confidence to develop independent learning strategies.
- To encourage student to co-operate with their classmates and help each other to learn English.
- To persuade students to develop a positive attitude towards others, and respect their own and different cultures of people.

The course has been designed with both the students' and the teacher's needs in mind and aims to contribute to education development in its widest sense.

Grammar Practice

Throughout the course there is a gradual input of basic grammatical terms so that students can gradually build up their knowledge of this language. This ability to use basic grammatical terms appropriately is important, if students are to be asked to work out rules for themselves and claim ownership of the language they learn. So the following grammatical terms are practiced in the course:

1. Students will be able to use verbs *be* present and past; *is, am, are, was, were* and verbs of *have, had*.
2. Present Continuous Tense: Students will be able to recognize the present continuous tense and form sentences.

3. Simple Present Tense: Students will have the ability to recognize the simple present tense and form sentences with third person, by adding *s, es, or ies* in the end of the verbs.
4. Simple Past Tense: Students will have the ability to recognize the simple past tense and form sentences with regular and irregular verbs.
5. Past Continuous Tense: Students will have the ability to recognize the past continuous tense and form sentences.
6. Present Perfect Tense: Students will have the ability to recognize present perfect tense and form sentences.
7. Past Prefect Tense: Students will be able to recognize the past perfect tense and form sentences.
8. Simple Future Tense: Students will have the ability to recognize the simple future tense and form sentences with *going to, shall* and *will*.
9. Future perfect tense: students will have the ability to form sentences in future perfect tense.
10. Future perfect continuous: students will be able to recognize the future perfect continuous and make sentences.
11. Active and Passive voices: Students will be able to make sentences in active voice and passive voice of the tenses.
12. Modal Auxiliaries: Students will be able to use the modal auxiliaries: *can, could, may, might, had better, shall, should, will, would, must* and *ought to*.
13. Students will have the ability to form positive and negative questions with auxiliary verbs including *do/ does* and *did.* They will also have the ability of making interrogative pronouns and adverbs.
14. Students will have the ability to answer questions beginning with auxiliary verbs and questions words.
15. Adverbs: Students will have the ability to form adverbs with- *ly* and *–ily*. They will have the ability to recognize exceptions like; *well, hard* and *fast*.
16. Articles: Students will be able to use definite and indefinite articles: *a /an/* and *the*. They will also be able to use *some, any, no, much, many,* and *a lot of* with countable and uncountable nouns.
17. Nouns: Students will be able to form the plural nouns with *–s, -es, -ves;* common irregular plurals: *men, women, and children, teeth* etc.
18. Pronouns: Students will have the ability to use personal, possessive, reflexive pronouns. They will also be able to use Apostrophe's'.
19. Adjectives: Students will have the ability to recognize and use the adjectives; regular comparison, irregular comparison: *good, bad, much / many* and *little.*
20. Prepositions: Students will be able to use common prepositions of place, time and direction.
21. Relative Pronouns: Students will have the ability to recognize and use *who / whom, which* and *that*. They will also be able to use the Miscellaneous Features; *this / that; these / those*.
22. Contracted Forms: Students will be able to use the contracted or shorten forms of helping verbs: *it's, I'm, isn't, wasn't, weren't, don't, didn't, hasn't, haven't, there's / it's, there're / they're,* etc.
23. Imperative: Students will be able to make the imperative sentences.
24. Direct and indirect speeches: Students will have the ability to use the direct and indirect speeches.
25. Conditional Sentences: Students will be able to make the conditional sentences.

Vocabulary Focus

Helping the students to develop a wide and rich vocabulary is an affective plan in the course. The vocabulary is generally presented in lexical sets arising out of the key topic of a unit. Most activities begin with students trying to bring to mind how much vocabulary they know about a particular topic. Their knowledge is then broadened through interacting with the texts and activities in the

units. This vocabulary is then recycled in later units. This process of recall and recycling occurs continually throughout English for Afghanistan.

During the course, students are encouraged to look at different ways of storing words and expressions. Throughout the course, students are encouraged to develop their own personal dictionaries.

Vocabulary List

The vocabulary list contains of a list of the most important words in the Unit which provides a useful way for the students to check and revise what they have learned in class. Moreover, it is a useful resource for students who want to check their spelling of any key word in the Unit.

The Four Skills

English for Afghanistan course adopts multi-layered and meaningful four skills approach of *Listening, Speaking, reading* and *Writing*. These four Skills are systematically developed within an integrated framework.

1. Listening

To teach listening skill to students, teacher has to use audio cassette tape or to read aural texts himself. This will give the students the following opportunities:

- To practice the right pronunciation of words and correct articulation of structures presented in the input texts.
- To pronounce familiar core vocabulary correctly.
- To reproduce basic sound and intonation patterns of English
- To use familiar conversational formulas appropriately.
- To ask and answer questions about the topic areas.
- To develop the ability to participate in dialogues related to the topic area.
- To grasp the general idea of an aural text.

Phonics:

The main objectives of the phonics are:

a. To practice sounds of the vowel and consonant letters.
b. To help students to acquire mastery of mechanical skills of reading at the level of letter groups, words, sentences and paragraphs.

The good way of teaching phonics to students is reading in pairs.

- Read a word or a paragraph from the book aloud while the students follow it.
- Repeat the word or the text aloud phrase by phrase and get the students to repeat as a class, in groups and as individuals.
- Get the students to read the paragraph aloud to each other in groups. At all times monitor and check how the pupils pronounce and stress the words and sentences.

You must try to get students to correct their own mistakes, eliciting this with questions like; Are you sure? Is he/she correct? And what is the correct pronunciation or answer? You have to praise your students to feel proud of their achievements.

2. Speaking

To conduct the speaking stage of learning, you should pay close attention to the method of asking students about personal information through interviews, and other personalization activities. The activities are: to find real information about friends in the class; to ask for factual information about a topic; to express opinions about a topic or story; to play a game or tell a story.

Always offer praise for student's efforts regardless of the level of accuracy. Don't interrupt children by correcting them as they are speaking but praise their utterance and re-phrase it and repeat it correctly yourself.

3. Reading

To develop the reading ability of the students, different texts are provided to them. These texts include stories, letters, e-mails, and dialogues, factual pieces of information, games and instructions. Students are encouraged to read the texts; stories games, puzzles and songs.

For children to become fluent readers, it is important that they do not worry over every word, whether they are reading quickly the text for general meaning or scanning it to pick out specific information. It is very important in developing a positive approach to reading that children view it as an interesting challenge rather than a boring task.

While reading

Encourage children to work out the meaning of vocabulary as they come across it, using the context and the accompanying visuals to help them.

Post reading

It is important to get students to respond to their reading, not just answer some set questions. Enter into a dialogue with students about their reading. If it was a story, did they enjoy it? If it was factual text, what new things did they learn? What did they find interesting, strange, etc?

4. Writing

The writing activities in English for Afghanistan generally appear towards the end of a unit. To develop the writing ability of the students, you must begin with the simplest form of statement. It too often happens that students start to write composition before they are ready for it. And it is also not helpful for a student to spend his time into filling in blank spaces in ready-made sentences, and then expect him to produce a useful and correct composition.

Instead, the student must learn how to write simple, compound, and complex sentences and to connect ideas from notes at the pre-intermediate and intermediate stages. Controlled précis writing from questions and answers in the light of *reading passage*, will enable a student to master his writing skill, and bring him to a point where he will be capable of writing a composition with a minimum of error. In a more mature level where students begin to write short paragraphs about themselves or about the topics encountered in the units.

Correction

Students' work of writing may have some mistakes in their writing practice which is something natural in this stage. However, you have to be more careful in your correction and do not attempt to highlight and correct every error made by the students. It is demoralizing to children, and adults, to receive a piece of work covered in corrections and red marks.

Instead, encourage students to correct their own mistakes and increase their ability in this regard. Self correction is very useful because it raises students' awareness of what is relevant and accurate when writing. Apart from providing useful opportunities for students to work out or train their work of writing together.

Modern Method of Teaching

a. Process of Learning

Your role as a teacher in modern method of teaching in classroom is to facilitate leaning process for students. Acting as facilitator, you can start by providing language information, help your students to interact with each other; evaluate students' progress in language, and provide them feedback. There are several ways to manage your classroom;

1- By beginning with what your students already know about a topic.
2- By making certain that language is always supported by visual information.
3- By giving feedback on what students achieved and praising them for accomplishing tasks.

b. Medium of Teaching

You should use English language in class as much possible. To organize activities and give instructions for playing games, for giving support and praising the students, useful phrases of the language should be used during teaching. Students should gradually develop their use of English in their daily life, learn needed expressions and increase their vocabulary.

Here are some useful expressions and phrases of English to be used in classroom activities;

Organization

- Sit down.
- Come here, please.
- Put it here/ there
- Say it again.
- Stop now.
- Now you.
- Hold up/Show me a …
- Get into pairs/ groups.
- Wait
- Cut out the picture.
- Paint the Color
- Hands up
- Bring/Give it to me.
- Open your books at page…
- Repeat.
- Listen to me.
- Tell me…
- All together.
- Try to guess.
- Let's sing a song/ read/ listen to a story.
- Draw a…

Providing support and giving praise

- Good/ Very good.
- Yes, that's right.
- What a lovely picture!
- Well done.
- No, try again.

Game

- Let's play a game.
- It's your turn now.
- Who's next?
- You're out.
- Pick a card.
- Ready, steady, go
- Whose turn/ go is it?
- … … is the winner.
- It's a draw.

Some useful classroom phrases for children.

- Can I have the scissors/glue etc?
- I don't know.
- Sorry.
- Yes.
- Finished
- Here you are.
- It's my/ your turn.
- Thanks you.
- No.

c. Classroom Arrangement

It is very important to arrange needed materials for teaching to well organize students in the classroom. If possible, you should try out all the practical activities in advance to check on details and potential problem areas.

Make sure you have provided students with everything they need before you ask them to start an activity. Always have spares of any essential items needed for an activity in case children forget, lose, break, or spoil them.

Establish a routine so that children know where to find and return materials, how to organize the class layout for activities, etc. organize your classroom so that important equipment is within easy reach of all the children during an activity.

The organization of your classroom is very important. Clear instructions are essential when organizing the class for an activity; always make sure children know exactly what they are doing before they start. Children should see and hear a model of the activity. Or the language they are expected to produce, so that they understand clearly what to do.

d. Classification of Students

Although it can be more suitable for students to work with a regular partner, it can also be useful occasionally to vary the combination of pairs. Finding a new partner can be a useful language activity in itself. Varying the combination of students in groups provides the teacher the opportunity to mix personalities and ability levels. As the best judge of your class, you will know which students work best together.

A certain amount of noise is inevitable with pair and group work, if the class gets too noisy; use one of the following strategies to make the students quiet.

- Raise your arm up in the air and wait for students to do the same. As they put their arms up they should stop talking.
- Start counting slowly and clearly in English – the class tries and achieves silence in fewer and fewer seconds.

e. Engagement of Students

As you are teaching the whole class, you have to make your location visible and attractive for all the students. Consequently, they will be able to see you when you are speaking, holding up a picture, pointing at the board, or writing and drawing on the board. It is very significant to provide opportunities for each student to interact with his classmates and work together in pairs or groups.

f. Setting up Groups

To well-organize group work in class, you have to make certain that students are facing one another and not spread out in the class, which would create a lot of problems in organizing group work in the classroom. Therefore, the following arrangements are proposed to help you set up pair work and group work effectively:

- You have to make certain that students have had plenty of opportunity to practice the language needed for the activity.
- You must classify your students in pairs and groups.
- You should provide students with a very clear modal of the task or activities performed by you and a confident student in the class, or choose a pair to practice it in front of the class.
- You have to make certain that the pair or group activity doesn’t go on too long.
- You should not interrupt when a child is saying something. After the child has finished speaking, you can use correct English to gently rephrase what the student was trying to say.
- Try your best to build up students' confidence in attempting to say things in English, even if their work is not accurate in your mind.
- When students do start producing language they make mistakes, you have to correct them gently, and praise their attempts for doing a good job.
- If possible, find a place in which the materials produced by the students can easily be displayed. For example, use the classroom walls if possible, or a corner of the classroom.

- Display should be decorated attractively; using card of different colors, cut-outs with English designs, and other materials that children bring to the class with them. Change the decoration form time to time.

Encouraging students and displaying their work gives them status, as well as enhancing the learning environment of the classroom. It gives students a real sense of pride and ownership of their work.

Final Points:

1. You have to write the date in English on the board at the start of your lessons. You may call your students to write the date on the board. The form 13/03/2009 (day/month/year) is the most suitable way of writing the date.
2. You should use a suitable language for greeting in the beginning and leaving your class. To make your students familiar with different forms of greetings, your greetings language should be different in class from day to day.
3. Encourage students to cover their books and to keep them in good condition.
4. You should carry a wet cloth to clean the board before you start your class.
5. Give your students a strict warning that they must not do any of the exercises in their students' books.
6. If they were in need to write something in students' books, tell them to use a pencil, rather than a pen.

* * *




Unit One

Countries and Nationalities

In this unit, you are going to:

- Know how people introduce themselves.
- learn the usage of proper adjectives.
- know the countries and nationalities.
- Improve your reading.
- learn new words.





Unit one
Lesson one

Objectives of the unit:

- ❖ Know how people introduce themselves.
- ❖ Learn the usage of proper adjectives.
- ❖ know the countries and nationalities.
- ❖ Improve your reading.

Objective of the lesson:

- ❖ Students should be able to introduce themselves and others.

Page: 2
Period: (45) minutes.
Teaching method: oral, questions/answers and role play.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

<u>Step one</u>

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.

<u>Step two</u>

- **Evaluation:** Evaluate your students by asking these questions, like:
  1. How did you find the lessons of grade nine?
  2. What did you learn from that textbook?
  3. Who can use these words in sentences, Ask one by one?
     Radio – potato- English- math.

- **Brainstorming**: In order to make the students concentrate on their lesson, ask them some questions to direct them towards the main idea of the lesson like:
  1. Who can introduce himself/ herself?

<u>Step three</u>

- **introduction:** Ask your students listen to you carefully while you are reading the team interview on page 2 of the book.
- Call some of the students by name to read the Team Interview aloud. If they make mistake on pronouncing some words, correct them.
- Ask students to practice answering the question with their partner.

- Call students from different location of the class to ask and answer the questions.

Exercise solution:

Mr. Nooridin program is called introduction of countries and nationalities.
Mr. Sharif Noor is the producer of the program.
Mr. Farooq is escorting Noordin everywhere he goes.
Mr. Shames is from Logar, Afghanistan.

- Ask one or two volunteer students to come in front of the class and introduce themselves like the one in their books.

Step four

- **Homework:** Ask the students to write a Team introduction about a TV program.

Unit one
Lesson two

Objective of the lesson:

- ❖ Students should be able to learn and use proper adjectives in sentences.

Pages: 3 – 4
Period: (45) minutes.
Teaching method: oral, questions/answers and.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.

Step two

- **Evaluation**: Evaluate your students by asking some questions, like:
  1. What was the Team interview about?
  2. Who is escorting Mr. Noordin everywhere he goes?

- **Brain storming:** In order to concentrate your students' attention to their lesson, ask the following questions.
  Who can say what the adjective is and give an example?
  Who can say the nationalities of the following countries?
  India, Japan, China, Britain, Brazil

Step three

Grammar: Proper Adjective: An adjective formed from a proper noun is called a proper adjective and always begin with a capital letter.
Examples:

Proper noun	**Proper adjective**
Afghanistan	Afghan
Pakistan	Pakistani
America	American

He is from America. He is American.
He likes American car.
English wool is famous around the world.

- Before explaining proper adjective, ask some of the students to define adjective and noun. If they could define proper adjective and give example give them chance to do so. Then write the definition of proper adjective on the blackboard and give some examples.
- Read part A of page 3 of the book aloud and ask the students to listen carefully. Then ask some of the students to read it aloud.
- Get the students to look at the maps in page 3 of the book. Give them time to read the names of the countries silently and make sentences. Then point out one country on the map and call the students to make sentence about it.

- Get the students to read the sentences in part c of page 3 silently and complete them with their correct nationalities. Then ask some of them individually to read the sentences aloud. If anyone fails to say the correct one, encourage him/ her to find the correct nationality from the sentences of his/ her classmates.

Exercise solution

1. We are from Afghanistan. We are <u>Afghans</u>.
2. She is from Saudi Arabia. She is <u>Arab</u>.
3. They are from Iran. They are <u>Iranians</u>.
4. He is my friend. He is from Pakistan, so he is <u>Pakistani</u>.
5. They are from England. They are <u>English</u>.

- Ask your students to read the words of two columns in exercise D of page 4 of the book and write sentences about them in their notebooks.
  One student should say the home country of a student and other student should tell him/ her nationality of that country.

Example:

Toshio is from Japan. He is Japanese.

Exercise solution

1. Karim is from Egypt. He is Egyptian.
2. Raja is from India. He is an Indian.
3. Sheila is from Iran. She is an Iranian.
4. Cheng Chang is from china. He is Chinese.
5. Zubair is from Libya. He is Libyan.
6. Natasha is from Russia. She is Russian.
7. Khan Tahseel is from Pakistan. He is Pakistani.
8. Nancy is from America. She is an American.
9. Omer is from Palestine. He is Palestinian.

<u>Step five</u>

- **Homework:** Ask your students to find out the nationalities of fifteen countries and use them in sentences.

Unit one
Lesson three

Objective of the lesson:

- ❖ Students should be able to know the meanings of new words in sentences and passages.
- ❖ Students should be able to comprehend passage to improve reading.

Page: 5
Period: (45) minutes.
Teaching method: oral, visual, display, discussing, questions/answers and role play.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1- What is the nationality of your school's principal?
  2- Toshio is from Japan. He is ………….

- **Brain storming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1- What is television and what does it mean?
  2- What programs of TV do you like the most?

Step three

- **Reading:** Read the passage about Television in page 5 of the book aloud. Ask the students to listen carefully and pay attention to the correct pronunciation.
- Give the students time to read the passage silently and find the answers of the given questions below the passage. Then divide the students in pairs to ask and answer question. If any of the students feel difficulties in finding out the correct answer, you should call another student to find it out. After that, call some of the students from different location of the class to read the passage aloud. Help them in difficult word pronunciation.
- Ask the students the following questions to check their understanding of the lesson.
  1- Do you have a TV at your homes?
  2- Who is responsible for your TV control?
  3- Have you followed educational programs in your TV?
  4- Do you usually enjoy the TV programs?
  5- What are the advantages and disadvantages of watching TV?
  6- Does TV provide us useful and informative programs?
  7- Is it good for students to watch TV any time they want and wish?

Step four

- **Homework:** Ask your students to choose a TV program and write a paragraph about it in their notebooks.

Unit one
Lesson four

Objective of the lesson:

- ❖ Students should be able to know the new words and use them in sentences.

Page: 6 -7
Period: (45) minutes.
Teaching method: oral, visual, display, discussing, questions/answers and role play.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

<u>Step one</u>

- Say السلام علیکم to the students and get them to say و علیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.

<u>Step two</u>

- **Evaluation:** Evaluate your students by asking some questions like:
  1- Who can say the brief history of television?
  2- Can you tell us the benefits of TV programs?

- **Brain storming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1- Who can define what a custom is?

<u>Step four</u>

- **Word study:** Ask the students if they remember the English alphabet order. Then, ask two or three of the students to come in front of the class and write the alphabet on the blackboard.
- Write the words in part B of page 6 on the blackboard and ask the students to come to the blackboard and put the written words in alphabetical order.
- Read the words of part C of page 6 aloud and ask the students to listen carefully. Then ask some of the students to read the words aloud.
- Ask some students to come in front of the class and write a sentence for each words they have just read on word study section on page 6.

<u>Step five</u>

- **Word study:** Give the students time to read the sentences of part A in page 7 silently and complete them with the correct words.
- Call some of the students by name to stand and read the sentences they have completed. If anyone fails, let other student to say the correct word.

Exercise solution:

1. It is **a custom** in Afghanistan and Islamic countries to say "Assalamu Alikum" while entering the room and facing each other.
2. There are six people in a volleyball **team**.

3. Every one is a **player**.
4. A man who interviews people is an **interviewer**.
5. Nadia attended to engineering faculty in Kabul **University**.

- Give the students time to read the sentences of part B in page 7 silently and complete them with the correct words.
- Call some of the students by name to stand and read the sentences they have completed. If anyone fails, let other student to say the correct word.

Exercise solution:

1. **Ariana** was the ancient name of Afghanistan.
2. **Turkmenistan** is located in the north west of Afghanistan.
3. **Nasim** was our biology teacher before you.
4. **Wakhan** is in the north east of Afghanistan.
5. **"Let's know"** is the name of Hamidi's program.
6. **Tiger** is a wild animal which is available in Wakhan.

- Give the students time to read the sentences of part C in page 7 silently and complete them with the correct words.
- Call some of the students by name to stand and read the sentences they have completed. If anyone fails, let other student to say the correct word.

Exercise solution:

1. He knows **various** programs of computer.
2. Our friends **called** him "the hero".
3. Our children program's **director** is from Qalat.
4. He is a **keen** tennis player. He plays everyday.
5. I want to have my **own** car, but my dad doesn't agree with my idea.

Step six

- **Homework:** Ask your students to choose a TV program and write a paragraph about it in their notebooks.

Unit one
Lesson five

Objectives of the lesson:

- ❖ Students should be able to introduce and describe themselves
- ❖ Students should be able to introduce their friends, colleagues and others.

Page: 8 - 9
Period: (45) minutes.
Teaching method: oral, questions/answers.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.

Step two

- **Evaluation:** Evaluate your students by asking some questions, like:
  1. What is a custom and tell us about few of them?
  2. What is the difference between custom and tradition?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. How can you introduce yourself to others?
  2. How do you ask other people to introduce themselves?

Step three

- **Activities:** Read the introduction in part A of page 8 aloud and ask the students to listen carefully. Then ask some of the students to read it aloud.
- Divide the students in pairs to practice part B of page 8 of the book. For example: one student reads the questions and second student answers them. Then change the role. Then ask two or three pairs of the students to practice them aloud. If anyone fails, let other students help him/ her.
- Divide the students in pairs to make similar questions about their classmates. First let them to practice silently, and then make them in pairs from different location of the class to practice them aloud.
- Read the paragraph and ask the students to listen carefully. Then ask some of the students to read it aloud.
- Write the rules of writing on the blackboard. Describe them clearly to the students and ask them to consider these rules while they are writing.

Step four

- **Homework:** Ask the students to write the similar paragraph about one of their classmates they know better in their notebooks.

Unit one
Lesson six

Objectives of the lesson:

- ❖ Students should be able to read countries and their nationalities correctly.
- ❖ Students should be able to use (let me or lets) in sentences as well as define some words.

Pages: 10-11-12
Period: (45) minutes.
Teaching method: oral, visual, display, discussing, questions/answers and role play.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

<u>Step one</u>

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.

<u>Step two</u>

- **Evaluation:** Evaluate your students by asking them some questions, like:
  1. How do you describe and introduce other people?
  2. What is the nationality of the people of Egypt?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by telling them a joke related to the lesson or by asking some questions about the lesson:

<u>Step three</u>

- **Review:** Before reading the review of page 10, ask some of the students about noun, adjective and proper adjective.
- Get the students to read the sentences in the Review by turn. For example, if one student says (He is from Algeria. He is Algerian.) Next student should say (He is from Egypt. He is Egyptian.)
- Give the students time to read the sentences in part B of page 10 silently and complete them with let me or let's. Then, call the students by name to read the sentences aloud. If anyone fails to read the sentences correctly, let other student to do so.

Exercise solution:

1. **Let's** watch the children program.
2. **Let's** go to the mosque.
3. **Let me** explain the form to you.
4. **Let's** learn English language.
5. **Let me** help you in loading the truck.
6. **Let's** play tennis.
7. **Let me** show you the bedroom.
8. **Let's** play chess.
9. **Let me** introduce my friends.
10. **Let me** read the letter for the students.

- Let the students to read the words of part A on page 11 silently. Then explain their meanings to them.

- Give the students time to read words in part B of page 11 silently and match them to their meanings.
- Call the students by name to come in front of the class. Ask them write the words on the blackboard with their meanings. If anyone fails, let other student to correct him/ her.

Exercise solution:

1. A shop is a place where you can buy things.
2. A satellite is a thing which orbits the earth.
3. A farmer is a person who grows vegetables, corns and foods.
4. A porter is a person who carries the luggage.
5. A thermometer is a thing which measure temperature.
6. A donkey is an animal which pulls carts.
7. A camera is a thing which takes photograph.
8. An envelope is the rectangular paper cover in which you send a letter through the post.
9. A camel is an animal which carries people in the dessert.
10. A post office is a place where you can buy stamps and send letters.

Step four

- **Vocabulary list:** It is very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to understand the words in different forms of the parts of speech; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.
- Pronounce the words aloud and ask the students to repeat them after you. Then ask some of them to read and pronounce the vocabulary list aloud.

Step five

- **Homework:** Ask your students to use the adjective section of the vocabulary in sentences in their notebooks.




Unit Two

"Let's Know"

In this unit you are going to:

- learn how to introduce yourself.
- learn the usage of Simple Future Tense
- improve your reading.
- learn the meaning and usage of new words.
- learn how to write a letter.




Unit two
Lesson one

Objective of the lesson:
- ❖ Student should be able to introduce themselves through TV programs.

Pages: 14 - 15
Period: (45) minutes.
Teaching method: oral, visual, display, discussing, questions/answers and role play.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.

Step two

- **Evaluation:** Evaluate your students by Asking some questions like:
  1. How did you find the lessons of unit one? Were they useful and informative?
  2. What is the difference between proper noun and proper adjective?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to lesson or by asking some questions like:
  1. What programs does Educational TV broadcast?
  2. Have you ever seen education TV station?

Step three

- **Listening:** Before reading the text ask your students about advantages and disadvantages of TV. Then read the text aloud and get your students to listen carefully.
- Ask a few students to read the text aloud then give them time to read the questions and find their answers.
- Divide the students in pairs to ask questions and answer. For example: one student reads the question and other student answers.

Step four

- **Conversation:** Get the students to look at page 15 of the book and look at the conversation between two students. Read the conversations aloud and get the students to listen to the conversation. Do not translate it into Pashto or Dari. Translation into Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Then make further pairs to practice the conversation aloud to strengthen the pronunciation of the students.

Step five

- **Homework:** divide the students in groups of four or five to develop each parts of the mentioned in part B. then in the next day present in front of the class. The presentation should be recorded and displayed to others in the class.

Unit two
Lesson two

Objective of the lesson:

- ❖ Students will be to use simple future tense in written and spoken.

Pages: 16 - 17
Period: (45) minutes.
Teaching method: oral, questions/answers.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say و علیکم السلام back to you. However, the way of greetings should be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. Have you ever participated in making any TV program?
  2. Are the programs of Educational TV useful and informative?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  - Have you ever acted in a conversation with one of your classmates in front of the class?

Step three

- **Grammar:**

Simple future tense

- Draw the timelines on the blackboard. Write one or two sentences for each timeline and explain all the three tenses for the students.
- Read the sentences in chart on page 16 aloud and ask the students to listen carefully. Then ask your students to read the sentences of part B on page 16 silently. Tell them to draw one line under the present tense, two lines under the past tense and circle the future tense. After that, call the students by name to read the sentences aloud. If anyone fails, let other student to do so.

Exercise solution:

1. Winter starts in December in Afghanistan.
2. Nooria visited her relatives in Samangan two months ago.
3. Taher and his cousin will participate in the children program.
4. Squirrels gather nuts every autumn in order to prepare for winter.
5. He is going to make a program soon.
6. Our school's principal resigned two weeks ago.

7. Afghans vote for presidential election every four years.

8. The craters on the moon look like dark spots.

9. Last night the animal world showed a blind lion.

10. The cameraman is going to take pictures of the lion.

- Explain the structure of changing simple future tense to the students clearly and give examples. Then, write some Affirmative sentences on the blackboard. Call the students by name to change them to interrogative sentences. Then ask a few students to read the sentences in the chart of part C aloud.
- Give your students time to read the sentences of part D of page 17 silently and change them to question in their notebooks. Then ask some of the student to read them aloud. If anyone fails, let other student to do so.

Exercise solution:

1- Are we going to Japan?
2- Will a new TV program start?
3- Who is going to be the host? Mr. Qadem
4- When Mr. kabir will marry? Never
5- Are they going to open a super market by the end of the year?
6- How many new students will come to the class?
7- What is she going to establish over here?
8- How long will you be with us in this program?
9- Is he going to join in our team?
10- Where will we play? In a national team in the play ground.

- Give your students time to arrange the part E of page 17 words to the meaningful sentences and write the complete sentences in their notebooks.
- Then, ask the students individually to come in front of the class and write one sentence on the blackboard. If they had mistake, let other student correct it.

Exercise solution:

1. The director is going to describe the film.
2. How many people are going to participate in the discussion?
3. I am going to travel Nigeria next week.
4. I am going to observe the project.
5. When will they arrange the program?

Step four

- **Homework:** Ask your students to write a paragraph that contains most of the sentences in simple future tense.

Unit two
Lesson three

Objective of the lesson:

- ❖ Students should be able to comprehend the passage.
- ❖ Students should say time in English.

Page: 18
Period: (45) minutes.
Teaching method: oral, questions/answers.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say و علیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.

Step two

- **Evaluation**: Ask your students the following question about the previous lesson e.g.
  1. Who can define what simple future tense is and give an example.
  2. Who can use these words in sentences, our home, our school, our team, our teacher and our classroom

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  - What time is it? What day is today?

Step three

- **Reading:** Before explaining the time to the students. Ask them this question: **What time is it?** Then draw two pictures of clock on the blackboard. Describe the students that we can say the time in two ways: first hour + minutes and second minute + hour.
- Ask some of the students to read the time aloud and other students listen to them carefully. Then read the letter aloud and get the students to listen to you carefully. Do not translate it into Pashto or Dari. Translation into Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Give students time to read the letter silently and find the answers for the given questions.
- Divide the students in pairs to ask questions and answer them correctly. First they should do the task with his/her seat partner, and then make further pair to ask questions and answer them aloud. After that, ask a few students to read the letter aloud.

Step four

- **Homework:** Ask your students to write a letter to the school principal.

Unit two
Lesson four

Objective of the lesson:

- ❖ Students should be able to use new words in proper sentences.

Pages: 19-20-21
Period: (45) minutes.
Teaching method: oral, visual, display, discussing, questions/answers and role play.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

<u>Step one</u>

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and write the homework sentences on the blackboard.

<u>Step two</u>

- **Evaluation:** Evaluate your students by asking some questions like:
  1. Can you tell us something about the preparation of a travel plan?
  2. Is it good to have a plan for performing our daily activities?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  - Who can say the purpose of this proverb: well plan have done.

  Meaning:
  It means, if you have good plan for your work. You have already finished half of the work.

<u>Step three</u>

- **Word study:** Write the bolded words in the word study section on the blackboard. First ask your students if they know their meanings and give examples.
- Ask a few students to read the words and sentences on the chart of word study section aloud.
- Give your students time to read the sentences below the word study section on page 19 and 20 silently to fill them with the given words. Then call the students by name to read the sentences they have completed. If anyone fails, let other student to do so.

Exercise solution:

1. We learned how to fix machines in **technical** school.
2. It is **about** 220 km from Kabul to Ghazni.
3. Good **health** depends on good food.
4. I was interviewed in the **studio**.
5. My dad let me to **go ahead** with my computer lessons.
6. The one who comes from other countries is called **foreigner**.
7. The **health** care organization decided to build a clinic in our village.
8. Her response was **negative** when I asked Amina to lend me some money.
9. Every year a lot of Afghans go to perform **Hajj**.
10. The representative of the people wrote a **memo**.

11. Question number 12 is **below** the page.
12. The doctor gave me **permission** to leave the bed.
13. I **intended** to study hard this year in order to get a position.
14. When I said "Good bye", He replied have a **nice** day.
15. School examinations **take place** twice in a year.
16. Let's **discuss** about our plan with them.
17. When he passed the examinations, his **total** number was 500 and it was enough to be accepted in the next semester.
18. My computer **screen** is burnt down. Can you fix it?
19. **Guests** were impatiently waiting to announce the results.
20. Faisal should work hard **in order to** stay in the first position.
21. We were the **hosts** and we had to welcome everyone who was in the hall.

Part four

- **Writing:** Explain Hamidi's memo to the students clearly. Tell them that Mr. Hamidi used this note for writing his memo. Ask them to read the note and write the incomplete sentences from their memo in their notebooks. Then ask some of the students to read the sentences aloud. If anyone fails, let other students to read the complete and correct sentence.

Part five

- **Homework:** Ask your students to imagine that they are performing the job of Mr. Hamidi. Tell them to pretend that they are writing to their director about their plan. Tell your students to write a note before writing a memo letters. They have to use them in order to use them in writing the memo letter.

Unit two
Lesson five

Objective of the lesson:

- ❖ Students will be able to practice writing a letter.

Pages: 22-23
Period: (45) minutes.
Teaching method: oral, questions/answers.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come and write the homework sentences on the blackboard.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. What are the rules of writing a letter and what are needed for it, before drafting?
  2. Have you ever written a letter to one of your friends?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to lesson or by asking some questions like:
  1. Do you know what an agreement is?
  2. Do you know what disagreement is?

Step three

- **Speaking:** Write the director's note on the blackboard and explain it to the students. Then make a short conversation of your own with Mr. Hamidi and say it orally to the students.
- Divide the students in pairs (those who are sitting side by side). Ask them to make a conversation about the note and discuss it. Ask your students that they should put themselves in the position of Mr., Hamidi's director and give feedback to Mr. Hamidi that you did not agree with his plans. Use the phrases in the box as well as their own.
- Ask your students individually to read the conversation silently and complete them with words given in the note on page 22. Then ask them to practice it with their seat partner. After that, make further pairs to practice the conversation aloud. If anyone fails help him/ her.

Exercise solution:

Director: You have got **seven** programs.

Mr. Hamidi: I don't think there are too many **programs**.

Director: The durations are not **long enough**.

Mr. Hamidi: I don't **agree**. They are **long** enough.

Director: The **programs** should be in the morning.

Mr. Hamidi: That is not true. **They** should be in the evening

Director: **your journey is very long and expensive**.

Mr. Hamidi: I don't think so. We can make it shorter and cheaper.

Director: The total cost is too much. It should be less.

Mr. Hamidi: We can't **make it** less.

Director: Please interview the plan and let’s discuss it again.

Mr.Hamidi: That’s a good idea.

Step four

- **Homework:** Ask your students to choose a program and write a paragraph about it.

Unit two
Lesson six

Objective of the lesson:

- ❖ Students will be able to use simple future tense in writing and speaking.
- ❖ Students be able to give reasons to why questions.

Pages: 24-25-26
Period: (45) minutes.
Teaching method: oral, visual, display, discussing, questions/answers and role play.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to should varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and write the homework sentences on the blackboard.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. Why the director did not approve Mr. Hamidi's plan? Give reasons.
  2. Is it acceptable to approve every plan you receive?

- **Brainstorming:** In order to make your students concentrate your on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. Do you know what the benefits of reviewing your previous lessons are?
  2. Do you have the habit of reasoning with your partners on discussing a topic?

Step three

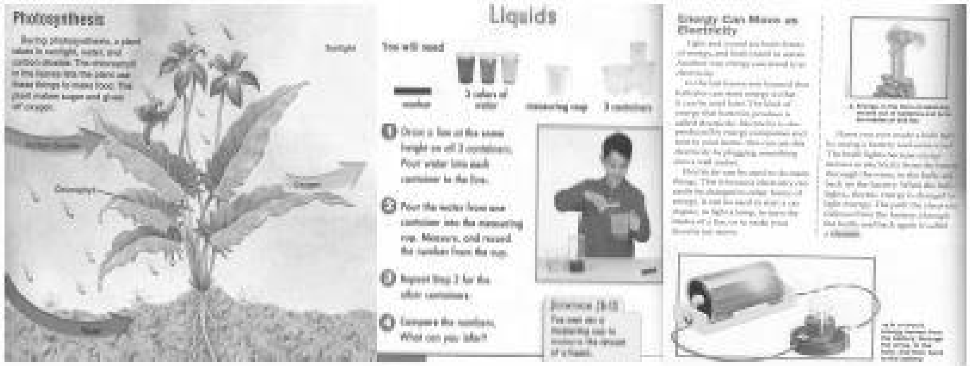
- **Review:** Ask some of the students individually to read part A in page 24 aloud.
- Divide the students in pairs to practice part B in page 24 silently. Then make further pairs of the students to practice it aloud.
- Before reading page 25 of the book. Ask your students to define simple future tense and illustrate it in examples. Then ask some of the students individually to read the sentence aloud.
- Divide the students in pairs to practice part C of page 25 with their partners silently. Then make further pairs to practice it aloud.
- Ask some of the students to read part D of page 25 aloud and then ask some of the students that how to change affirmative future sentences to negative sentences.
- Make further pairs to practice part E of page 25 aloud.
- Read part E of page 25 aloud and ask the students to listen carefully. Show them the interrogative structure of simple future tense. Then ask some of the students to read them aloud.
- Make further pairs from different parts of the class to practice sections F, G and H of page 25 aloud.

Part four

- **Vocabulary list:** It is very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to understand the words in different form of the parts of speech; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.
- Pronounce the words aloud and ask the students to repeat them after you. Then ask some of them to read and pronounce the vocabulary list aloud.

Part five

- **Homework:** Ask your students to use the verbs in vocabulary section of page 26 in sentences in their notebooks.



Unit Three

Going to School

In this unit you are going to:

- learn the usage of Simple Present Tense and comparative adjective.
- improve your reading.
- Learn the meaning of new words.
- learn how to write a letter.
- learn how to solve a puzzle.





Unit three
Lesson one

Objective of the lesson:

- ❖ Students will be able to comprehensively the text.
- ❖ Students will be able to use comparative adjectives in oral and writing sentences.

Pages: 28-29
Period: (45) minutes.
Teaching method: oral, visual, display, discussing, questions/answers and role play.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons, new lesson, assessment.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say و علیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and write the homework sentences on the blackboard.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. What is a memo, who can describe it?
  2. Who can tell the structure of simple future tense?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  - Have you been involved sometimes in interview/ conversation and enjoyed it?

Step three

- **Conversation:** Get the students to look at page 28 of the text book and look at the conversation between Mr. Hamidi and James. Read the conversation aloud and get the students to listen to the conversation. Do not translate it into Pashto or Dari. Translation into Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Then make further pairs to practice the conversation aloud to strengthen the reading and pronunciation of the students.

Step four

- **Grammar:** Before reading the grammar section on page 29, ask your students the definitions of adjective and comparative adjective and illustrating them with different examples. Then write the example of one syllable and two syllables adjectives on the blackboard. Call your students by name to say the comparative forms adjective. Then call some other students to use the comparative forms in sentences.
- Ask some of the students to read the sentences from grammar section aloud.
- Ask your students to look at the two schools' pictures in the grammar section carefully. Tell them to compare the schools with the given words and write the

sentences on the blackboard. Then call individual students to stand in their place and read the comparative sentences he/ she has written.

- Before doing part C ask the students to define simple present and get them to explain it in different examples. If anyone couldn't explain it, let other student to do the job properly. Then explain simple present briefly and give some clear examples.
- Ask some of your students individually to read the sentences aloud.

Step five

- **Homework:** Ask your students to write a paragraph in which most of the sentences should be in simple present tense.

Unit three
Lesson two

Objectives of the lesson:

- ❖ Students will be able to learn and use comparative adjectives in sentences.
- ❖ Students should be able to compare things, people and places.
- ❖ Students should be able to use simple present tense in writing and speaking.

Pages: 30-31
Period: (45) minutes.
Teaching method: oral, visual, display, discussing, questions/answers and role play.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say و علیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic. Ask some of them to come in front of the class and write the homework sentences on the blackboard or read them.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. How do you compare things, objects or places?
  2. Have you enjoyed the conversation between Hamidi & James?
  3. Where do you live?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. What is a comparative adjective and give example for it?
  2. Who can tell us how interrogative sentences are formed in simple present tense?

Step three

- Ask your students how they can change a positive sentence to question and negative forms in simple present tense. Then ask some of the students individually to read part D on page 30 aloud.
- Give the students time to read the sentences of part E on page 30 silently and change them to question. Then, call some of them by name to read the sentences aloud and change them to questions.
- Read the sentences in part F of page 30 aloud and ask the students to listen carefully. Then ask some of the students to read them aloud. For example: If one student reads the first sentences the next student should read the second sentence and the process should be continued till all the sentences have read them.
- Give your students time to read the sentences in part G of the grammar section silently. Ask them to change them to negative question in their notebooks. Then ask some of the students to read the sentences aloud. If anyone make mistake, let other student to do so.
- Give your students time to read the sentences in part H of the grammar section silently. Ask them to complete the sentences with words given in the table. Then ask

them individually to read the sentences aloud. If anyone couldn't do the task, let other student to do so.

Exercise solution:

1. There is **less** rain in Afghanistan than twenty years ago.
2. There are **more** tourists in Afghanistan than eight years ago.
3. We have **more** geography periods than sport.
4. A mechanic knows **more** about machine than a driver.
5. If you want to learn more, you must do **more** homework.
6. Most boys think football has **more** fun than volleyball.
7. We have **less** sport periods than geography.
8. Grade six has **fewer** subjects than grade eight.
9. Our school has **more** students than yours.
10. There are **fewer** motorbikes than cars.

Step four

- **Homework:** Ask your students to write a paragraph about their school subjects.

Unit three
Lesson three

Objectives of the lesson:

- Students will be able to understand the passage comprehensively.
- Students should be able to use new words in oral and written sentences.

Pages: 32-33
Period: (45) minutes.
Teaching method: oral, questions/answers.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. What time does your school start?
  2. Can you use the word interview in a sentence?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  - Who knows about USA education system or other countries?
  - Do you have lunch break in your schools?

Step three

- **Reading:** Read the paragraph about U.S.A aloud and ask your students to listen carefully. Do not translate the paragraph into Pashto or Dari. Translation into Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Ask your students to read the paragraph silently and answer the questions in their notebooks.
- Divide the students in pairs to ask each other questions and answer them. For example: one student asks the question and another student answers.
- Call some of the students by name to read the article about “Going to School in the U.S.A” paragraph by paragraph. For example, one student should read the first paragraph another student should read the next one and they continue the process until the whole article has been read.

Step four

- **Word study:** Write the words **Biology**, **Chemistry**, **Course**, **Credit** and **Physics** on the blackboard. Ask some of the students if they know their meanings.
- Call some of the students by name and ask them to read the words one by one. For example, one student reads the word biology and the second one reads the word chemistry and they continue the process until the word study section has been finished.
- Call some of the students to come in front of the class. Tell them to write one sentence for the words they have just studied in the word study section.

Step five

- **Homework:** Ask your students to write a paragraph about Afghanistan Schools.

Unit three
Lesson four

Objectives of the lesson:
- Students should be able to use new words in sentences.
- Students should be able to compare school's education system in different countries.

Pages: 34-35
Period: (45) minutes.
Teaching method: oral, discussing, questions/answers.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say و علیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and write the homework on the blackboard or read them.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. Who can say the meaning of Biology and use it in a sentence?
  2. What does credit mean?

- **Brainstorming:** In order to turn your students' attention to their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. What time does school start in Afghanistan?

Step three

- **Word study:** Give your students time to read the sentences in the word study section on page 34 of the book silently. Ask them to complete the sentences with the given words in their notebooks.
- Ask some of the students to stand up and read the sentences they have completed. If anyone fails, let other student to do so.

Exercise solution:

1. Afghan children go to **primary school** when they are 7 years old.
2. British children go to **elementary** when they are 5 years old.
3. American children go to **high school** when they are 16 years old.
4. Afghan students go to **secondary** school from 15 to 18.
5. American students go to **junior high school** from 12 to 15.

a. a high school
b. a secondary
c. an elementary
d. a junior high school
e. a primary school

1. Can you **compare** an American diploma with a British certificate?
2. Pupils must **take** Pashto and Dari as compulsory subject.
3. At the university, students **specialize** in science or arts subjects.
4. When you **graduate** from High school in Afghanistan, you take the graduation certificate.

a. graduate
b. compare
c. take
d. specialize

1. Fifty in one hundred is the same as fifty **percent**
   in Afghanistan, religion, mathematics and sciences are **compulsory** subjects.
3. Many people in America speak **Spanish**.
4. He liked **biology** at school. So, he decided to be a doctor.
5. A person who watches television is a **viewer**.
6. If you want to understand electricity, take more **courses** in physics.

a. percent
b. Spanish
c. viewer
d. course
e. compulsory
f. biology

Step four

- **Writing:** Divide your students in groups of four to six. Ask them to write a paragraph about going to school in Afghanistan. Observe all the groups and see if all the students take part in the group activity.
- Ask your student to choose a representative to read the paragraph aloud. Get other students to ask him/ her questions and give opinion.

Step five

- **Activities:** Ask your students to read the sentences in the table on page 35 with their seat partner silently. Then call a few students to read the table aloud.
- Ask your students to read the words in the table and compare schools in different countries.
- After that, call some of the students by name to read the sentences they have just written. If anyone makes mistakes, let other students to correct them for him/ her.

Step six

- **Homework:** Ask your students to write a paragraph about School in Britain.

Unit three
Lesson five

Objectives of the lesson:

- ❖ Students should be able to compare school's system in different countries.
- ❖ Students should be able to make conversation, using new words and solve a puzzle.

Pages: 36-37
Period: (45) minutes.
Teaching method: oral, questions/answers.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

<u>Step one</u>

- Say السلام علیکم to the students and get them to say و علیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.

<u>Step two</u>

- **Evaluation:** Evaluate your students by asking some questions like:
  1. Who can use these words in sentences?
     Biology – chemistry – courses – Credit – physics – Kabul University

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. Have you ever compared two schools' education with each other? Why?
  2. Did you compare yourself with your brother about likes and dislikes?
  3. Have you ever solved a puzzle?

<u>Step three</u>

- **Activities:** Get the students to look at page 36 of the book and look at the conversation between two students. Read the conversations aloud and get the students to listen to the conversation. Do not translate it into Pashto or Dari. Translation into Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Then make further pairs to practice the conversation aloud to strengthen their reading and pronunciation.
- Divide the students in pairs (those who are sitting side by side). Get them to read the words and sentences in the table on page 36 silently and write a conversation similar to the one they have read about New Zealand and Canada.
- Ask some of the pairs to read and act the conversation in front of the class.
- Tell your student that there are seventeen words in the puzzle and three of them are solved as example. Give them time to find the rest of the words.
- Ask your students individually to read one-one word and show it in the puzzle. If anyone makes mistake, give the chance to other student.

Exercise solution:

f	v	a	r	s	s	g	u	l	o	t	p	r	i	m	a	r	y
x	f	g	r	a	d	u	a	t	e	o	v	x	r	i	m	x	o
g	o	s	v	r	a	h	t	a	t	s	a	u	r	a	r	s	a
m	t	u	s	g	c	o	m	p	u	l	s	o	r	y	t	p	v
n	v	b	u	v	o	m	v	h	p	v	v	o	v	r	y	e	s
w	n	j	a	b	s	e	n	t	h	n	v	t	n	v	r	c	a
s	w	e	j	a	b	w	e	n	t	s	t	v	v	n	v	i	c
f	b	c	k	b	v	o	b	t	n	b	c	n	b	v	t	a	o
h	v	t	o	a	b	r	o	n	w	n	b	i	n	b	o	l	a
h	e	t	j	o	b	k	r	r	w	s	a	i	e	q	u	i	z
e	s	a	e	d	b	e	k	d	e	e	s	e	p	n	e	z	i
w	e	t	d	d	t	i	m	e	t	a	b	l	e	n	c	e	a
e	v	v	j	m	a	r	k	m	a	t	b	b	l	n	n	e	n
m	e	a	v	e	a	a	e	k	m	m	t	r	e	v	i	s	e
u	n	i	v	e	r	s	i	t	y	m	a	r	r	e	i	t	a
v	u	n	j	v	v	s	t	i	t	v	r	t	t	r	r	i	t
n	v	a	u	j	n	v	s	e	i	n	y	j	h	t	n	r	v
j	a	v	t	e	a	c	h	e	r	i	n	y	j	s	t	r	r

<u>Step four</u>

- **Homework:** Tell your students to compare the U.S.A schools with the Britain's' and make a conversation similar to the one they have read in part A of lesson five.

Unit three
Lesson six

Objectives of the lesson:

- ❖ Students should use comparative and superlative adjectives in sentences.
- ❖ Students should be able to compare people, thing and places.

Pages: 38-39-40
Period: (45) minutes.
Teaching method: oral, discussing, questions/answers and role play.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

<u>Step one</u>

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and write the homework on the blackboard or read them aloud.

<u>Step two</u>

- **Evaluation:** Evaluate your students by asking some questions like:
  1. What are the benefits of puzzle solving?
  2. How do you solve a puzzle?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to lesson or by asking some questions like:
  1. Is it beneficial to revise you lesson grammatically?

<u>Step Three</u>

- **Review:** Before reading page 38 of the book, ask your students about the differences between comparative and superlative adjectives. Ask some of the students to say some sentences contained comparative or superlative forms. Then explain them again clearly and give more examples.
- Ask some of the students to read page 38 of the book aloud. Then, call some of the students to make one-one sentence in comparative and superlative adjective.
- Before reading page 39 of the book, ask some of the students to define of simple present tense and explain its rules. Then ask some of the student to give examples.
- Call some of the students by name to read page 39 of the book aloud.

<u>Step four</u>

- **Vocabulary list:** It is very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to understand the words in different form of the parts of speech; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.
- Pronounce the words aloud and ask students to repeat them after you. Then ask some of them to read and pronounce the vocabulary list aloud.

<u>Step five</u>

- **Homework:** Ask your students to make sentences using nouns in vocabulary list on page 40.




Unit Four

People's lives

In this unit, you are going to:

- know different types of houses.
- learn Simple Past Tense.
- know how people lived in the past.
- know shapes of houses.
- learn new words.
- learn descriptive writing.




Unit four
Lesson one

Objectives of the lesson:

- ❖ Students should be able to know and talk how the people lived in the past.

Pages: 41-42-43
Period: (45) minutes.
Teaching method: oral, discussing, questions/answers.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say و علیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and write the homework on the blackboard or read them aloud.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. Who can state the differences between comparative and superlative degrees of adjective?
  2. Who can illustrate simple present tense in examples?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. Can you say something about the structures of houses in Afghanistan?
  2. Who can say where

Step three

- **Listening:** Read the paragraph about "House" aloud and pronounce the new words clearly and correctly and ask your students to listen carefully.
- Get your students to read the paragraph silently and answer the questions in part B in their notebooks. Then, divide them in pairs to ask and answer questions. For example, one student should read the question and second student should answer it. After that, call some of the students individually to read the paragraph aloud.

Step four

- **Conversation:** Get the students to look at page 36 of the book and look at the conversation between two students. Read the conversation aloud and ask the students carefully to listen to the conversation. Do not translate it into Pashto or Dari. Translation into Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Then make further pairs to practice the conversation aloud to strengthen the pronunciation of the students.
- Write the question in part B on page 43 on the blackboard. Then, call a few students to answer the questions and give opinions.

Step five

- **Grammar:** Draw the timeline of page 43 on the blackboard. Ask some of the students what does the timeline mean?
- Ask some other students to define simple past tense and illustrate it in examples. Explain once more simple past tense to the student and give different types of examples. After that, call some of the students individually to read the sentences aloud.
- Write some sentences on the blackboard. Get some of the students to come in front of the class to change them to simple past tense.
- Call some of the students in pairs. Ask one student to write one sentence in simple present tense and ask the other one to change it into the simple past tense.

Step six

- **Homework:** Ask your students to write a paragraph about the structure of their houses.

Unit four
Lesson two

Objective of the lesson:

- ❖ Students should be able to use simple past tense in oral and written sentences.

Pages: 44-45
Period: (45) minutes.
Teaching method: oral, visual, display, discussing, questions/answers and role play.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and write the homework on the blackboard or read it aloud.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. What are the differences between ancient and Modern houses?
  2. Who can define simple past tense and give examples?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  - What are the differences between the life in caves and in the new modern houses?

Step Three

- Draw the timelines in part B on page 44 on the blackboard and ask the students if they know them. Ask some of the students about the grammatical use of simple present, simple past and present perfect as well as the differences in time given by them.
- Explain once more all the three tenses and illustrate them in examples. Then, ask some of the students to explain regular and irregular verbs and ask them the rules of changing regular and irregular verbs into past form. After that, write some of the verbs on the blackboard and call some of the students to come in front of the class and change them to their past form.
- Ask the students to read the verbs in part B on page 44 silently and write the regular and irregular verbs separately in their notebooks. Then, ask some of the students to read them individually and say whether they are regular or irregular. If anyone makes mistake, let other student to correct his/her it.
- Ask some of the students to read the sentences in part D of page 44 aloud. Then, ask them about how to change simple past tense into interrogative and negative forms. After that, describe the changes and show them practically by writing some example on the blackboard and show how the verbs change in question and negative.

Exercise solution:

1. Cavemen lived in caves.
2. They protected themselves from danger.
3. They covered the floor with leaves.
4. They drew pictures on the wall to decorate their rooms.
5. They felt safe in the caves.
6. They were more comfortable in there than out.
7. They could shelter from the weather.
8. They did not have any furniture.

- Ask your students to read the sentences in part E on page 45 silently and change them to the simple present tense in their notebooks. Then, call some of them individually to read the sentences. If anyone fails, let other students to read the correct sentence.

Exercise solution:

1. Did the people live in caves thousands years ago?
   They didn't live in caves thousands years ago.
2. Did they have comfortable life?
   They didn't have comfortable life.
3. Did the caves protect them from animals' attacks?
   The caves didn't protect them from animals' attacks.
4. Did the caves shelter them from the eyes of wild animals?
   The caves didn't shelter them from the eyes of wild animals.
5. Did it shelter them from the weather?
   It didn't shelter them from the weather.
6. Did they cover the floor with animal skins?
   They didn't cover the floor with animal skins.

- Give your students time to read the sentences in part F of page 45 silently and change them to question and negative forms. Then, ask some of them individually to read the sentences. If anyone fails, let other student to correct their mistakes and read the sentences aloud.
- Ask your students to read the sentences in part G silently and make a question with the word in parenthesis. Then, make them pairs to ask and answer questions. For example, one student reads the sentences and makes a question and second student answers it.

Exercise solution:

1. Where did the cavemen live?
2. What did they cover with something?
3. Why did they have fire in the caves?
4. Why they didn't have any furniture?
5. How did they protect themselves from dangerous animals?

<u>**Step four**</u>

- **Homework:** Ask your students to write their opinions about life of the people in the past.

Unit four
Lesson three

Objective of the lesson:

- ❖ Students should be able to know various kinds of Houses.
- ❖ Students should be able to know the meaning of new words and use them in sentences.
- ❖ Students should be able to comprehend a text while reading.

Pages: 46-47
Period: (45) minutes.
Teaching method: oral, visual, display, discussing, questions/answers and role play.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say و علیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and write the homework on the blackboard or them aloud.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. What are the differences between regular and irregular verbs?
  2. When do we use past form of a verb?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. What kinds of houses are made in your home town?

Step three

- **Reading:** Read the article on page 46 of the book aloud and ask your students to listen carefully. Then, ask them to read it silently and answer the questions in their notebooks.
- Divide the students in pairs to ask and answer questions. For example, one student reads the questions and the second student answers. Then, call some of the students by name to read the article paragraph by paragraph.
- Ask a few students to talk about houses in their home towns.

Step four

- **Word study:** Write the bolded words of the word study section on the blackboard. Ask your students if they know their meanings and use them in sentences.
- Ask some of the students individually to read the words aloud. For example, one student should read one word and use it in a sentence, the second student should read the next word and the process continues until all the words are read.
- Give your students time to use the words in sentences. Then, call them individually to come in front of the class and write the sentence on the blackboard. If he/ she makes mistakes, ask another student to correct his/ her mistakes.

Step five

- **Homework:** Ask your students to describe the structure of their houses in a paragraph.

Unit four
Lesson four

Objective of the lesson:

- ❖ Students should be able to learn the pronunciation spelling and meaning of the new words and use them in proper sentences.
- ❖ Students should be able to write descriptive writing.

Pages: 48-49
Period: (45) minutes.
Teaching method: oral, visual, display, discussing, questions/answers and role play.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say و علیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and write the homework on the blackboard or read them aloud.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. When do you usually get cold?
  2. How is the climate like in south eastern Asia?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. What does danger mean?
  2. Who can talk about Khost province?

Step three

- **Word study:** Give your students time to read the sentences on page 48 silently and complete them with given words. Tell them, "Do your work in your notebooks or use pencil rather that pen."
- Call some of the students by name to read the sentences aloud. If they make mistake, let other students to do so.

Exercise solution:

1. Be careful not to **light** a fire near petrol.
2. Parents **protect** their children from danger.
3. I can not **draw** pictures of people, but you can.
4. Some drivers **decorate** their trucks by painting different colors on them.
5. You should **cover** your head in the sun to protect it.

a. light
b. draw
c. cover
d. decorate
e. protect

1. It is nice to picnic outside on some **grass**.
2. Paper is a **material** that comes form wood.
3. Britain has a cold, wet **climate**.
4. The room was empty. There was no **furniture** in it.
5. You can not reach the **ceiling** without a ladder.

a. climate
b. furniture
c. grass
d. ceiling
e. material

1. A wolf is a **wild** animal.
2. **Wooden** house burn more easily than a stone built one.
3. A lot of modern concrete houses are **box shaped**.
4. You do not need a **sloping** roof in a dry climate.
5. Stone is natural, but steel is **man made**.

a. wooden
b. wild
c. sloping
d. man made
e. box shaped

1. The garden has **low** walls around it.
2. Houses are expensive **nowadays**.
3. Thousands of years ago, men lived in **caves**.
4. Afghanistan, Indonesia and China are all in **Asia**.
5. In Jalalabad, you need an a/c (air conditioner) **especially** in summer.

a. Asia
b. low
c. especially
d. caves
e. nowadays

Step four

- **Writing:** Read the words and sentences in part A aloud and ask your students to listen carefully. Then describe them how to write a note and use it in paragraph like the one in part A on page 49. Then, ask some of the students to read the words and the paragraph aloud.
- Get your students time to read the words in part B on page 49 of the book. Tell them to use the words in a paragraph similar to the paragraph in part A of page 46 the book and write it in their notebooks.
- Call some of the students to come in front of the class and write the paragraph sentence by sentence on the blackboard. For example, one student should write “Last month I went to Canada.” next student should write “it has cold, rainy, and dry climate.” The process should continue until all the words are used in paragraph. If anyone can’t do the task, let other student to do the job and encourage the failed one to work hard and avoid making mistake in the future.

Step five

- **Homework:** Tell your students to write a note about Helmand province and use the points of the note in a paragraph.

Unit four
Lesson five

Objectives of the lesson:

- ❖ Students should be able to describe different types of houses.
- ❖ Students should be able to make an interview and use simple past tense in it.

Pages: 50-51
Period: (45) minutes.
Teaching method: oral, questions/answers.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say و علیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come and write the homework sentences on the blackboard.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. What are the different shapes of houses?
  2. Who can make three sentences using the title of "Different Houses"?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. Who can tell us the geographical location of Khost province?
  2. Who can explain how houses are made in Khost?

Step three

- **Activities:** Ask your students to read uncompleted words in part A of page 50 silently and complete them with suitable letters.
- Call some of the students by name to come in front of the class and write the complete words on the blackboard. If anyone makes mistake, ask another one to come and write the correct word. Then, ask another one to come to blackboard and make sentences for each word.
- Read the two descriptive sentences in part B on page 50 aloud. Then, ask your students to read the sentences silently and look at the three pictures below and write down two sentences similar to the two ones mentioned above. After that, call some of them by name to read the sentences they have written. If anyone makes any mistake, let other students to correct it and read it aloud.
- Let your students to read the question in part C silently and answer them in their notebooks.
- Divide your students in pairs to ask and answer questions. For example, one student should read the questions and another student should answer them.

Step four

- **Activities:** Ask your students to read the conversation in part A on page 51 silently and complete them with suitable words. First show them the example written in the section.
- Divide your students in pairs (those who are sitting side by side). Ask them to practice the conversation silently. Then, make further pairs to practice the conversation aloud. If anyone makes any mistake, let his classmates to correct it.
- Ask your students to complete the conversation in part B on page 51 in their notebooks. Then tell them to practice it with their seat partner. After that, make further pairs and ask them to come in front of the class to practice it aloud. If anyone fails, let other students to do the task.

Exercise solution:

Student A: Where did you build your house?
Student B: We built it in Jalalabad.
Student A: How long did it take?
Student B: It took three months.
Student A: what shape it was?
Student B: It was in L – shaped.
Student A: Did you have furniture in it?
Student B: Yes, I had a lot of furniture.
Student A: Were there any grass, flowers and trees in the house?
Student B: Yes, there was a big garden with grass, flowers and trees.

Step five

- **Homework:** Ask your students to describe their houses in a paragraph.

Unit four
Lesson six

Objectives of the lesson:

- Students should be able to recognize simple past tense and use it in their daily writing and speaking.
- Students should be able to learn new words and use them in proper sentences.

Pages: 52-53
Period: (45) minutes.
Teaching method: oral, discussing, questions/answers.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and write the homework on the blackboard or read it aloud.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. What are the houses made of in the rural area of Afghanistan?
  2. How simple past tense questions are formed?

- **Brainstorming:** In order to make your students concentrate your students' on their lesson, start your the lesson by saying a joke related to lesson or by asking some questions like:
  1. What helping verbs do we use in simple past tense?

Step three

- **Review:** Before reading page 52 of the book, ask your students to define simple past tense and illustrate it in examples. Then, ask some of the students to read page 52 of the book aloud. For example, one student should read the first table, the next student should read the second table and third student should read the last table.
- Ask the students in pairs to come in front of the class. One student should write a sentence in simple present and second student should change it to the simple past.
- Ask the students in pairs to come in front of the class. One student has to ask a question and the second student should answer.

Step four

- **Vocabulary list:** It is very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to understand the words in different form of the parts of speech; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.
- Pronounce the words aloud and ask the students to repeat after you. Then ask some of them to read and pronounce the vocabulary list aloud.

Step five

- **Homework:** Ask your students to use the nouns listed in vocabulary section on page 53 in sentences.





Unit Five

Currency

In this unit, you are going to:

- learn the usage of had better, tag questions and possessive nouns ('s/').
- improve your reading skill.
- learn new words and their usage.
- learn how to write a paragraph from notes.





Unit five
Lesson one

Objectives of the lesson:

- ❖ Students should be able to know and talk about money.
- ❖ Students should be able to learn the usage of had better grammatically and use it in their writing and speaking.
- ❖ Students should be able to know tag questions and use them in their daily speaking.

Pages: 55-56
Period: (45) minutes.
Teaching method: oral, visual, display, discussing, questions/answers and role play.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say و علیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and write the homework on the blackboard or read it aloud.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. Who can define simple past tense?
  2. Who can explain the life of the people in the past?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. What is money and how it is used by people?

Step three

- **Conversation:** Get the students to look at page 55 of the book and look at the conversation between cashier and Mr. Hamidi. Read the conversations aloud and get the students to listen to the conversation. Do not translate it into Pashto or Dari. Translation into Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Then make further pairs to practice the conversation aloud to strengthen the pronunciation of the students.
- Give your students time to read once more the conversation silently and find the answers in part B of page 55. Then make some of the students in pairs to ask and answer questions. For example, one student should read the questions and another has to student answer them.

Step four

- **Grammar:** Before reading the grammar section, ask some of the students the definition of had better and if they can use it in sentences.
- Define had better for the students and write it on the blackboard. We use had better for a specific situation. Or it is used to tell somebody what you think they should do. The contraction's form of had better is ('d better).

For example:

1. You had better go to the doctor about your cough.
2. We'd better leave now or we'll miss the plane.
3. You'd better not do that again.

- Read the sentences aloud and ask your students to listen carefully. Then, ask a few students to read the sentences once again.
- Give your students time to read the sentences in part A on page 56 silently and complete them with the words given in the table. Then, ask some of them to read the sentences they have just completed aloud. If anyone fails to read the sentence correctly, give the chance to the next student. Encourage the failed student and tell him/ her to correct his/ her mistake from the sentences of his/ her classmates.

Exercise solution:

1. She had better **study** hard to pass the exam.
2. You had better not **smoke** in the office.
3. They had better **attend** to the party.
4. He'd better **talk** to his father about his choice.
5. I'd better not **stay** out late.

- Write the words given in the table in part B on the blackboard. Ask your students to use the words in a sentence in their notebooks. Then, call some of them to come in front of the class and write the sentence on the blackboard. If anyone fails, let other student to correct his/ her mistakes.

Tag question:

- Before reading the tag question, ask your students if they can make some sentences in tag questions.
- Define tag question to the students and write its examples on the blackboard. Tell them if the sentence is positive the tag is negative and if the sentence is negative the tag goes positive.

For example:

1. Faisal is a teacher, isn't he?
2. We will meet our English teacher in the yard, won't we?
3. You have had a red car, haven't you?
4. He does his homework neatly, doesn't he?
5. I am a student, aren't I?
6. I am not a student, am I?

- Read the sentences in part A on page 56 of the book aloud and ask your students to listen carefully. Then ask some of them to read the sentences aloud. Write some sentences on the blackboard and call some of the students to come in front of the class to add them tag questions. If anyone fails, give the chance to the next student.

<u>**Step five**</u>

- **Homework:** Ask your student to write a paragraph about the money in Afghanistan.

Unit five
Lesson two

Objectives of the lesson:

- ❖ Students should be able to read the passage comprehensively.
- ❖ Students should be able to recognize possessive noun.

Pages: 57-58-59
Period: (45) minutes.
Teaching method: oral, discussing, questions/answers.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

<u>**Step one**</u>

- Say السلام علیکم to the students and get them to say و علیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of the students in the class and ask them if they have any problems.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and write the homework on the blackboard or read it aloud.

<u>**Step two**</u>

- **Evaluation:** Evaluate your students by asking some questions like:
  1. Who can use had better in a sentence?
  2. Who can tell us if a sentence is positive what the tag question will be?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. Who can tell us what the currency of Afghanistan is?
  2. Who can explain what possessive pronoun is?

<u>**Step three**</u>

- Ask your students to read the sentences in part B on page 57 of the book silently and add tag questions. Then, ask some of them to read the sentences. If anyone fails to do so, give the chance to the next student to read the sentences with proper tag questions.

Exercise solution:

1. He is playing football, **isn’t he?**
2. They use computer for writing letters, **don’t they?**
3. You have had this car for two years, **haven’t you?**
4. She wasn't going to school yesterday, **was she?**
5. We can spend our holidays in Paghman, **can’t we?**
6. I won't play football in this team anymore, **will I?**

- Before reading part C of the book, ask your students to define noun, pronoun and adjective.

- Explain possessive noun ('s or s') to the students clearly and illustrate it with examples. Then, read the sentences aloud and ask the students to listen carefully. Then ask some of the students to give more examples.
- Ask your students to read the sentences in part D of page 57 silently and complete them with the given words in the table. Then, call some of them to read the sentences aloud. If anyone fails to do the task, give the chance to the next students and ask the failed student to correct his/ her mistake.
- Give your students time to read the questions in part E silently and answer them in their notebooks.
- Divide the students in pairs to ask and answer questions. For example, one student reads the question and another student answers.

Step four

- **Reading:** Read the article about Afghan currency aloud and ask your students to listen carefully. Don't translate it into Dari or Pashto. Translation into Dari or Pashto should be at last resort. Then only translate the words, not the patterns.
- Ask your students to read the article silently and answer the question below it in their notebooks. Then, call some of the students to read the article paragraph by paragraph.

Step five

- **Homework:** Ask your students to find and write a paragraph about the history of Afghan money.

Unit five
Lesson three

Objective of the lesson:

- ❖ Students should be able to know the meaning of new words and use them in sentences correctly.

Pages: 60-61
Period: (45) minutes.
Teaching method: oral, questions/answers.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and read their homework aloud.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. What is currency for?
  2. How many currencies do you know?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. Who can tell us how to find the meaning of a word?
  2. Who can use the words appear and set in sentences.

Step three

- **Word study:** Before reading the word study section in page 60, write the bolded words on the blackboard. Ask your students use them in sentences correctly and translate them in English.
- Call some of your students by name to read the word study aloud. For example, one student should read the first word; next students should read the second word. The process continues until the whole words are read by the students.
- Ask some of your students to come in front of the class. Tell them a word from the word study section to use it in a sentence. If anyone can't do the task, let another student to do so.
- **Word study:** Give your students time to read the sentences in first part of the word study section on page 61 silently and complete them with the given words.
- Call some of the students by name to read the sentences they have just completed. If anyone fails to do the task, give another student chance to do so.

Exercise solution:

1. 1000 Afghanis is the **value** of these notes. 2. Coins are made of **metal**. 3. A **banknote** is a paper money. 4. Afghanis, Dollars, Riyals are all **currencies**. 5. You will find the **serial number** in black color on the front of a 100 Afghanis note.	a. metal b. banknote c. serial number d. currency e. value

1. I will **introduce** the New Year program for the audience. 2. I **had better** have 100 Afghanis. That should be enough for today. 3. Can you **change** my dollars into Afghanis? 4. The value of every banknote **appears** in all four corners. 5. Let me **see** the coins in your hand.	a. change b. appear c. see d. had better e. introduce

- Give your students time to read the words in the table in the second part on page 61. Ask them to read the words silently and match them according to their last sound. For more information show them practically the examples on the blackboard.

Exercise solution:

1. cake	i. make
2. face	j. kiss
3. clean	d. machine
4. build	h. wild
5. cheese	e. Afghanis
6. wood	a. mood
7. foot	b. root
8. head	c. made
9. cut	g. but
10. ball	f. tall

<u>Step four</u>

- **Homework:** Ask your students to find out 20 words that match according to their last sounds.

Unit five
Lesson four

Objectives of the lesson:

- Students should be able to write a paragraph about currency.
- Students should be able to talk about exchanging money.

Pages: 62-63
Period: (45) minutes.
Teaching method: oral, visual, display, discussing, questions/answers and role play.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say و علیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and write the homework on the blackboard or read it aloud.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. When first paper money was made?
  2. What did the people use before paper money?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. What is the color of new one thousand Afghani banknotes?
  2. How do you ask someone to change a thousand Afghani?

Step three

- **Writing:** Ask one or two students to read part A of the writing section on page 62 of the book aloud. Then, read part B aloud and ask your students to listen carefully. After that, call a few students by name to read part B once more.
- Ask your students to read part C of the writing section on page 62 silently and write a paragraph about it. Tell them that they can study the paragraph in part B as example for writing a paragraph.
- Get some of the students to come in front of the class and read the paragraph they have written. Then, call some of the students by name to ask them questions about their paragraphs.

Step four

- **Activities:** Get the students to look at page 63 of the book and look at the conversation between the cashier and the traveler. Read the conversation aloud and get the students to listen to the conversation. Do not translate it into Pashto or Dari. Translation into Pashto or Dari should be used as a last resort and then only to translate words, not patterns.

- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Then make further pairs to practice the conversation aloud to strengthen the pronunciation of the students.
- Divide your students in pairs (those who are sitting side by side). Ask them to read the phrases and sentences in part B of page 63 silently to make a conversation and write it in their notebooks.
- Call some of the pairs to come in front of the class and practice the conversation they have made.

<u>Step five</u>

- **Homework:** Ask your students to choose a banknote and write a paragraph about it.

Unit five
Lesson five

Objectives of the lesson:

- ❖ Students should be able to use had better in sentences correctly.
- ❖ Students should be able to talk about exchanging rate.

Pages: 64-65-66
Period: (45) minutes.
Teaching method: oral, discussing, questions/answers.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

<u>Step one</u>

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and write the homework on the blackboard or read it aloud.

<u>Step two</u>

- **Evaluation:** Evaluate your students by asking some questions like:
  1. Who can explain one hundred Afghanis banknote?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. Have you ever exchanged your money into dollar or other currencies?

<u>Step three</u>

- **Activities:** Ask your students to read the exchange rate window in part A of page 64 silently. Then, read the window aloud and explain the rate in the window clearly to students.
- Divide your students in pairs. Tell them about currency and ask them to read the window silently and make conversation. Then, ask some of the pairs to come in front of the class and perform the role play in conversation.

<u>Step four</u>

- **Review:** Before reading the three tables on page 65, ask some of the students for the definition and examples of had better and possessive noun. Then, ask some of the students to read the tables aloud.
- Ask your students to read the sentence in part B on page 65 silently and complete them with correct possessive adjective or possessive noun. Then, call some of them by name to read the sentences aloud. If anyone fails to do so, let other students to read the correct sentence. Encourage the failed one and tell him/ her to correct his/ her mistake.

Exercise solution:

1. The boys' father is a teacher.
2. **My** brother bought me a book yesterday.
3. The children**'s** class is noisy.
4. I was with Ahmad and **his** brother. We were going to cinema.
5. The girl**'s** clothes are on the fourth floor.
6. The women**'s** children are playing in the yard.
7. I asked **my** friend to give me a collection of **his/ her** social sciences.
8. The Nooris family is living in our neighborhood. The Nooris' family is big.

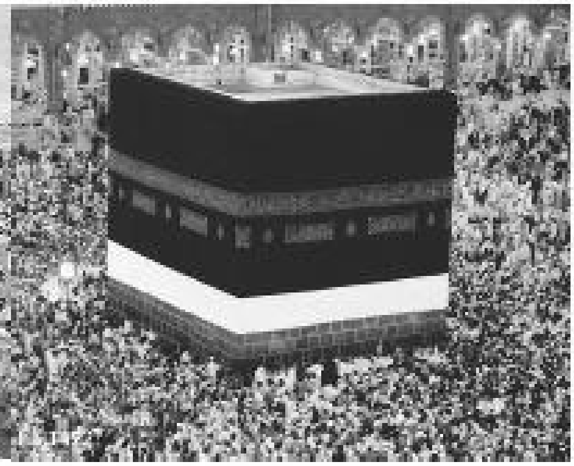
<u>Step five</u>

- **Vocabulary list:** It is very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to understand the words in different form of the parts of speech; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.
- Pronounce the words aloud and ask the students to repeat them after you. Then ask some of them to read and pronounce the vocabulary list aloud.

<u>Step six</u>

- **Homework:** Ask your students to use the verb part of the vocabulary section on page 66 in sentences.



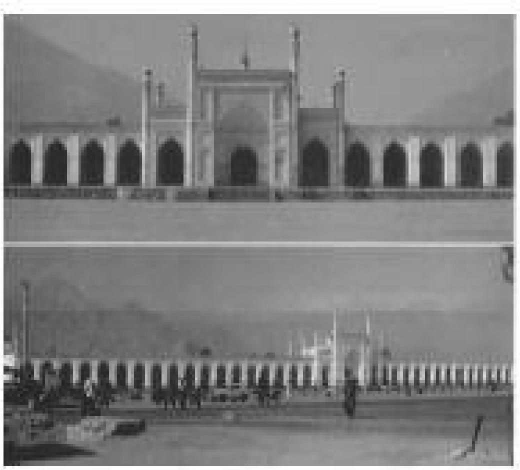


Unit Six

Going to Hajj Pilgrimage

In this unit, you are going to:

- learn the usage of about Present Perfect Tense.
- know the usage of superlative adjectives.
- learn the usage of articles.
- Improve your reading skill.
- learn new words.





Unit six
Lesson one

Objective of the lesson:

- ❖ Students should be able to understand the conversation main idea.

Page: 68
Period: (45) minutes.
Teaching method: oral, discussing, questions/answers.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and write the homework on the blackboard or read it aloud.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. Who can tell us the usage of had better and when it should be used?
  2. What is a tag question?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. Where the Muslims go for Hajj pilgrimage?
  2. Whose family member is Hajji?

Step three

- **Conversation:** Get the students to look at page 68 of the book. Read the conversation aloud and get the students to listen. Do not translate it into Pashto or Dari. Translation into Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Then make further pairs to practice the conversation aloud to strengthen the pronunciation of the students.
- Ask your students to read the conversation silently and answer the questions in their notebooks.
- Call the students in pairs to practice part B on page 68. For example, one student should read the questions and another student should answer.
- Call one or two students to come in front of the class and if they could talk about pilgrimage program.
- Write on the blackboard this question “What will you do if you are in Hajj program?” and get some of the students to talk about Hajj and its provisions.

Step four

- **Homework:** Ask your students to write a paragraph about Hajj progra

Unit six
Lesson two

Objective of the lesson:

- ❖ Students should be able to know present perfect tense and use it in their daily speaking.

Page: 69
Period: (45) minutes.
Teaching method: oral, visual, display, discussing, questions/answers and role play.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say و علیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and write the homework on the blackboard or read it aloud.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. Who can talk about Hajj pilgrimage?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by writing two sentences from present perfect and past simple. Ask them which tenses these sentences are belong to.

Step three

- **Grammar:** Before reading page 69 of the book, ask your students if they could define present perfect tense, give examples and write the structure.
- Explain present perfect tense clearly and write different examples on the blackboard. Show them practically the structure of present perfect tense.
- Read the table on the top of page 69 of the book aloud and ask your students to listen carefully. Then, ask some of the students to read the table once more aloud.
- Give your students time to read the sentences in part A of page 69 silently and complete them with the given words in the table.
- Call some of the students by name to read the sentences they have completed. If anyone fails, give the chance to the next students to read the correct sentence.

Exercise solution:

1. Mr. Hamidi has already **flown** to Saudi Arabia.
2. Ministry of Hajj and Islamic Affairs hasn't **made** all the arrangements for him yet.
3. He hasn't **been** to Hajj before.
4. I have **worked** as a geography teacher since 2007.
5. My friend has **cooked** me a delicious dinner so far.
6. The bank has **lent** me some money.
7. My father has **applied** for a job as an electricity engineer for a long time.
8. We have **been** in this house since 1989.
9. Have you **met** him already?

- Ask your students to read the sentences in part B of page 69 silently and change them to questions in their notebooks.
- Call some of the students by name to come in front of the class. First, ask them to write the sentence on the blackboard and then change it into question. If anyone makes mistake, ask the next student to change it.

Exercise solution:

1. Have you met your classmates since you graduated from high school?

Or: Haven't you met your classmates since you graduated from high school?

2. Has he live in this street for five years?
3. Have you done your homework since you got sore throat?

Or: Haven't you done your homework since you got sore throat?

4. Has she passed the exam?
5. Has she decided to travel to Nangarhar?

<u>Step four</u>

- **Homework:** Ask your student to write a paragraph that most of the sentences should be in present perfect tense.

Unit six
Lesson three

Objective of the lesson:
- ❖ Students should be able to read comprehensively.
- ❖ Students should be able to learn new words/ phrases.

Pages: 70-71
Period: (45) minutes.
Teaching method: oral, visual, display, discussing, questions/answers and role play.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one
- Say السلام علیکم to the students and get them to say و علیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come and write the homework sentences on the blackboard.

Step two
- **Evaluation:** Evaluate your students by asking some questions like:
  1. What is present perfect tense? Give an example.

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to lesson or by asking some questions like:
  1. Who can tell us what is an airport for?
  2. Have you been in an airport?

Step three
- **Reading:** Read the story on page 70 aloud and ask your students to listen carefully. Don't translate it into Dari or Pashto. Translation into Dari or Pashto should be the last resort. Then translate the word not the pattern.
- Give your students time to read the story silently and circle the phrases that completed the sentences in meaningful sentence.
- Call some of the students by name to read the sentence aloud and say which phrase completes it. If anyone fails, ask another student to read the correct phrase.

Exercise solution:
1. In the departures building, Jabar Khan:
   a. drove the bus.
   (b.) carried his luggage.
   c. stopped the porter.

2. Jabar Khan gave the airline clerk:
   a. one case.
   (b.) his passport and ticket.
   c. the scales.
   d. his hand luggage.

3. What weight 18 kilos?
  a. Jabar's cases.
  b. Jabar's bag.
  c. The passport and ticket.
  d. Jabar, himself.

4. How many things did the airline clerk give to Jabar?
  a. Two.
  b. Four.
  c. Three.
  d. One.

5. Jabar needed the boarding pass:
  a. to fill in the form.
  b. for the passport office.
  c. at the luggage check.
  d. to get into the plane.

- Ask some of the students to read the story aloud. Then, divide the students in pairs to ask and answer question about the story. For example, one student makes a question and another student answers.
- Give your students time to read the misspelled words in part B of page 71 silently and complete them. when they completed the words ask some of the individually to come in front of the class and use the words in sentences. If anyone fails, ask another student to use the word in correct sentence.

Step four

- **Homework:** Ask your students to write a paragraph about airport in their notebooks.

Unit six
Lesson four

Objective of the lesson:

- ❖ Students should be able to know the meaning of new words and use them in sentences.

Pages: 72-73
Period: (45) minutes.
Teaching method: oral, discussing, questions/answers.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say و عليكم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and write the homework on the blackboard or read it aloud.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. Who can use the words try and airline in sentence?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. Who can say what queue is like?
  2. Have you ever stand in queue while entering to school?

Step three

- **Word study:** Write the bolded words of the word study section on the blackboard and ask your students if they could explain their meaning in English and use them in sentences.
- Ask some of the students individually to read the sentences aloud. For example, first student reads the first word; second student should read the next word. They should continue until the whole words are read.

Step four

- **Word study:** Give your students time to read the sentences on the word study section of page 73 silently and complete them with the given words. Then, ask some of them to read the sentences aloud. If they made any mistake, give the chance to the next students.

Exercise solution:

1. I asked the man behind the **counter** if he could lead me to the airline office.
2. How much is the **air fare** from Kabul to Kandahar?
3. You must have a **boarding pass** to board a plane.
4. You can buy your air ticket from a travel **agent**.
5. Jabar's **departure** from Kabul was by plane.

1. This bike was very cheap. It cost **at least** 2500 Afghanis.
2. Ali is from Bamian, but he is not living there **at the moment**.
3. The journey will be long. It will last **just** ten hours.
4. Have you **ever** flown before?
5. Some people eat three times a day. I eat only **once**.

a. board
b. try
c. look forward
d. save up
e. join

1. Most of the workers **look forward** to their holidays.
2. Did you **save up** your money to buy your new motorbike?
3. When did you **join** to police army?
4. You can carry hand bag when you **board** a plane.
5. If you only get 20% more, you must **try** to do better.

1. Hatam has lived in Parwan all his **life**.
2. A **lounge** is usually a big and comfortable hall.
3. You usually need a **visa** to go to a foreign country.
4. I did not do all my homework, but Zainab finished **everything**.
5. A certificate gives you a better **chance** to get a job.

Step five

- **Homework:** Ask your students to use the words in word study of page 72 in sentences and write them in their notebooks.

Unit six
Lesson five

Objective of the lesson:

- ❖ Students should be able to comprehend the conversation.
- ❖ Students should be able to talk about a topic with someone.

Pages: 74-75
Period: (45) minutes.
Teaching method: oral, discussing, questions/answers.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

<u>Step one</u>

- Say السلام عليكم to the students and get them to say و عليكم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and write the homework on the blackboard or read it aloud.

<u>Step two</u>

- **Evaluation:** Evaluate your students by asking some questions like:
  1. What was the text (at the airport) about?
  2. What does flight mean?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. Have you ever travelled by an airplane?
  2. How did you feel?

<u>Step three</u>

- **Writing:** Ask your students to read the story about "At the airport" on page 70 silently and rewrite it in their notebooks. While they are finished, ask them to complete the article about "At the airport" in the writing section of page 74.
- Call some of the students to read the article sentence by sentence. For example, one student reads the first sentences, another student reads the next sentence and they continue until the whole paragraph is read. If anyone fails, give the chance to another student.

Exercise solution:

At the airport



The pilgrim's bus **drove** to Kabul International Airport and **stopped** at the gate. Jabar Khan got off and the **porter** carried his **luggage** into the building. He joined the **queue** at the checking **counter.** Soon it was his turn.
"Your ticket and **passport**, please," said the airline **clerk**.
"Here you are," said Jabar Khan. He **gave** them to him.
"How many **cases** do you have?"
"Two," **said** Jabar Khan.
"Please put them on the **scale**.
"O.k." **said** Jabar Khan.
"Thank you. 18 kilograms. How many hand bags **have you** got?"
"Just this bag," Jabar Khan said.
The man gave him his **ticket** and passport **back**. He gave him a **boarding** pass as well. "What is this?" asked Jabar Khan.
"You won't be able to **board** the plane without the boarding pass. Have a good **flight**.
Jabar Khan walked through the **departure** lounge and waited for the **plane**.
The office **announced** his flight and he left the lounge and got on the **plane**.
He was on the most **important** journey of his life.

- Ask your students to read the words given in second part of page 74 silently and find their meanings from the context in the story.

Exercise solution:

1. Lounge: means waiting room in the airport.
2. Boarding pass: A permission ticket by which the passengers can board on the plane.
3. Journey: trip
4. Airport: a place where planes land and take off and which has a building for the passengers to wait in.
5. Check: to control
6. Ticket: a printed piece of paper that gives you the right to travel on a particular bus, plane, train etc.

Step four

- **Activities:** Get the students to look at page 75 of the book. Read the conversations aloud and get the students to listen to the conversation. Do not translate it into Pashto or Dari. Translation into Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Then make further pairs to practice the conversation aloud to strengthen the pronunciation of the students.
- Call a few students to read the paragraph in part B of page 75 aloud and ask the other students to listen carefully. Then, divide your students in pairs to make a conversation like the one in part A and practice it with each other. After that, ask two to three pairs to come in front of the class and practice the conversation aloud.

Step five

- **Homework:** Ask your students to write a paragraph like the one in part B of page 75 in their notebooks.

Unit six
Lesson six

Objectives of the lesson:

- Students should be able to use present perfect tense in oral and written sentences.
- Students should be able to know the agreement and disagreement expressions (I think so and I hope so).
- Students should be able to consider the difference between definite and indefinite articles.
- Students should be able to know superlative adjective and use it in their daily speaking.

Pages: 76-77-78
Period: (45) minutes.
Teaching method: oral, visual, display, discussing, questions/answers and role play.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and write the homework on the blackboard or read it aloud.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. Who can tell us what an airplane is for?

- **Brainstorming:** In order to make your students concentrate on lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. Who can tell us what the difference between a definite and an indefinite article is?
  2. What is superlative adjective?

Step three

- **Review:** Before reading page 76 of the book, ask your students to define present perfect tense and give examples. Then, ask some of your students to read the table of present perfect tense.
- Then, explain the agreement and disagreement expressions of "I think so." "I don't think so." "I hope so." and "I hope not." to the students.
  "I think so" is used to say that you agree with something or something is possible.
  "I don't think so" is used to say that you do not agree with something or that something is not possible.
  "I hope so" is used to say that something should happen.
  "I hope not" is use to say that something shouldn't happen.
- Call a few students to read the table belongs to I think so and I hope so aloud and ask the others to listen carefully.
- Before reading the tables belong to the article and superlative adjectives ask your students for the definitions of definite and indefinite article and the differences between them as well as the definition for superlative adjective. Then, ask a few students to read the tables aloud.

- Ask some of the students to say sentences using present perfect tense.
- Call some of your students in pairs. One student should say a sentences and the next student should agree or disagree. For example,
  Student A: Ahmad is not studying hard.
  Student B: I don't think so.
  Student A: Will he attend the conference?
  Student B: I hope so.
- Ask your students to read the sentences in part A of page 76 silently and complete them with the given words in the parenthesis. Then, ask some of your students to read the sentences aloud. If anyone fails, give the chance to the next student.

Exercise solution:

1. Ahmad is an **intelligent** student. (intelligent)
2. Our class is the **largest** class in this school. (large)
3. Gold is the most **expensive** metal. (expensive)
4. Oak is the **tallest** tree. (tall)
5. Helmand province is **bigger** than Kabul province. (big)
6. Parrots are the **nicest** birds. (nice)
7. Gold is more **expensive** than silver. (expensive)
8. Oxygen is the most **important** gas in our life. (important)
   - Ask your students to read the sentences in part B of page 77 silently and complete them with the correct form of the verbs in parenthesis. Then, ask some of the students to read the sentences. If anyone fails, give a chance to the other students.

Exercise solution:

1. My brother **leaves** home at 8:00 o'clock every day. (leave)
2. Examinations **will start** tomorrow. (start)
3. My brother **arrived** from Japan yesterday. (arrive)
4. When will the plane **take off**? (take off)
5. When will it **land** on Delhi airport? (land)
   - Ask your students to read part C of page 77 silently and complete them with the correct article. Then, ask some of your students to read them aloud. If anyone fails, give the other students the chance to read it correctly.

Exercise solution:

1. There were many porters in the airport. Jabar gave his cases to **a** porter. **The** porter carried them inside.
2. There was **an** airline clerk behind the checking counter. Jabar gave his ticket to **the** clerk.
3. **The** clerk gave Jabar **a** form to fill in. Jabar filled **the** form and returned it back to **the** clerk.

<u>Step four</u>

- **Vocabulary list:** It is very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to understand the words in different form of the parts of speech; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.
- Pronounce the words aloud and ask the students to repeat them after you. Then ask some of them to read and pronounce the vocabulary list aloud.

<u>Step five</u>

- **Homework:** Ask your students to use the verb part of the vocabulary section on page 78 in sentences.

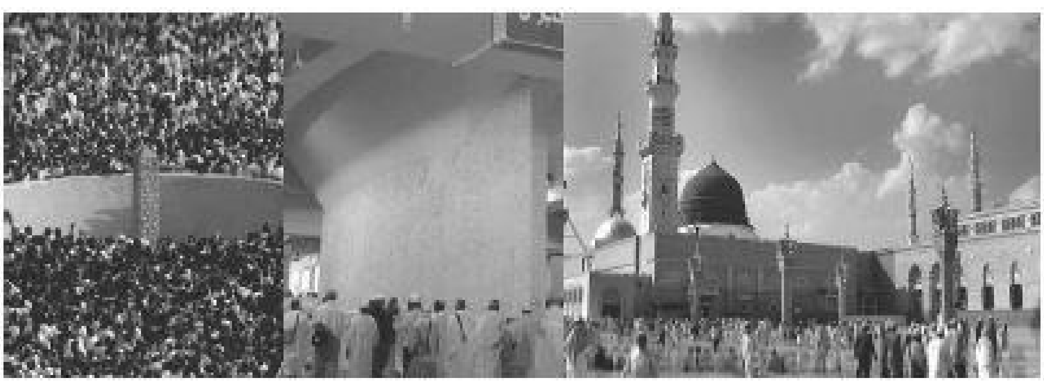


Unit Seven

Pilgrimage Program

In this unit, you are going to:

- learn the usage of "have something done".
- Improve your reading skill.
- learn how to write a descriptive paragraph.
- learn new words.



Unit seven
Lesson one

Objectives of the lesson:

- Students should be able to read and understand comprehensively an interview.

Pages: 80-81
Period: (45) minutes.
Teaching method: oral, visual, display, discussing, questions/answers and role play.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and write the homework on the blackboard or read it aloud.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. Who can use the words departure and recommendation in sentences?
  2. What is the difference between definite and indefinite articles?
- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to lesson or by asking some questions like:
  1. Have you ever seen Ka'abah e Sharifa?
  2. Do you have a plan to see it, if you haven't seen yet?

Step three

- **Conversation:** Get the students to look at page 80 of the book Read the conversations aloud and get the students to listen to the conversation carefully. Do not translate it into Pashto or Dari. Translation into Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Then make further pairs to practice the conversation aloud to strengthen the pronunciation of the students.
- Ask your students to read the conversation silently and answer the question of part B in their notebooks. Then, divide your students to ask and answer questions. For example, one student reads the question and another student answers.

Step four

- **Homework:** Ask your students to write a paragraph about Ka'abah e Sharifa.

Unit seven
Lesson two

Objective of the lesson:

- ❖ Students will be able to use “have something done” in their writing and speaking.

Page: 82
Period: (45) minutes.
Teaching method: oral, visual, display, discussing, questions/answers and role play.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and write the homework on the blackboard or read it aloud.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. Who can talk about Hajj pilgrimage?
  2. What Muslims do on the first day of Eid al-Adha?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. Who can use (have something done) in a sentence?
  2. Can you explain what is the difference between (has something done, and have something done)?

Step three

- **Grammar:** Before reading the grammar section of page 82, write the phrase of “have something done” on the blackboard. Ask your students if they can define it or use it in sentences.
- Explain “have something done” to the students clearly and write example on the blackboard.

Have something done is used with past participle to suffer the effects of what somebody else does to you. For example,
She had her bag stolen.
Have something done is used with past participle to cause something to be done for you by somebody else. For example,
You have your hair cut.
We are having our car repaired.
Have something done is used to tell or arrange for somebody to do something for you. For example,
He had the students throw the broken table out of the class.
I will have you know. (I am telling you)

- Read the sentence in the table of page 82 aloud and ask your students to listen carefully. Then, ask some of the students to read the table aloud once more.

- Give your students time to read the questions in part A of page 82 silently and write the answers of them in their notebooks.
- Divide your students in pairs to ask and answer questions. For example, one student reads the question and another student answers.

Exercise solution:

1. Why did you take your jacket to the laundry?
   To have it washed.
2. Your room looks nice. Have you painted it?
   Yes, I have had it painted.
3. Why do you go to the hairdresser?
   To have my hair cut.
4. Why do you go to the electrician?
   To have my TV repaired.
5. Why have you gone to the mechanic?
   To have my car fixed
   - Ask your students to read the sentences in part B of page 82 silently and add one sentence like the example in their notebooks. Then, ask them individually to read their sentences. If anyone fails, let other student to correct him/ her.

Exercise solution:

1. Jalil didn't repair the roof himself.
   He had it repaired.
2. I didn't cut my hair myself.
   I had it cut.
3. They didn't paint the house themselves.
   They had it painted.
4. She didn't sew the curtain herself.
   She had them sewed.
5. We haven't painted our car ourselves.
   We have it painted.
6. We are not going to fix our car ourselves.'
   We are going to have it fixed.
   - At the end call some of your students to come in front of the class and write one-one sentence with have something done on the blackboard. If anyone can't do the task, try to help him/ her.

<u>**Step four**</u>

- **Homework:** Ask your students to describe their houses in a paragraph using "have something done" in it.

Unit seven
Lesson three

Objectives of the lesson:

- ❖ Students should be able to read the passage correctly and comprehensively.
- ❖ Students should be able to talk about Ka’abah-e-Sharif.

Page: 83
Period: (45) minutes.
Teaching method: oral, discussing, questions/answers.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say و علیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and write the homework on the blackboard or read it aloud.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. Who can use (have something done) in a sentence?
  2. Who can say when we use have something done?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. Do you know who built Ka’abah-e-Sharif?
  2. Can you say who brought the black stone to Prophet Ibrahim (PBUH)?

Step three

- **Reading:** Read the passage about Ka’abah-e-Sharif aloud and ask your students to listen carefully. Don’t translate it in Dari or Pashto. Translation on Dari or Pashto should be used as a last resort and then only to translate words, not patterns.
- Ask your students to read the passage silently and answer the questions in part B of page 83 in their notebooks.
- Divide your students in pairs to ask and answer questions. For example, one student reads the questions and another student should answer. If anyone fails, give a chance to the next student.
- Ask some of your students to read the passage aloud. Then, give them time to read the paragraph once more silently. After that, call some of the students if they could talk about Ka’abah-e-Sharif.

Step four

- **Homework:** Ask your students to write a paragraph about the life of Prophet Ibrahim (PBUH) in their notebooks.

Unit seven
Lesson four

Objective of the lesson:

- ❖ Students should be able to learn the meaning of new words and use them in proper sentences.

Pages: 84-85
Period: (45) minutes.
Teaching method: oral, visual, display, discussing, questions/answers and role play.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

<u>Step one</u>

- Say السلام علیکم to the students and get them to say و علیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and write the homework on the blackboard or read it aloud.

<u>Step two</u>

- **Evaluation:** Evaluate your students by asking some questions like:
  1. Where does the curtain of Ka'abah-e-Sharif come from?
  2. How high is Ka'abah-e-Sharif?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. Who can tell us where do we use marbles?
  2. Who can say what a marble is made of?

<u>Step three</u>

- **Word study:** Before reading the word study section, write the bolded words of it on the blackboard and ask your students if they could give them meaning of it and use them in sentences.
- Read the word study section aloud and ask your students to listen carefully. Then, ask some of your students to read it by turn. For example, one student should read the first word and use it in a sentence, then ask the next student to read the second word with its sentence. Continue this activity till all the words are read twice.

<u>Step four</u>

- **Word study:** Give your students time to read the word study section on page 85 silently and complete the sentences with given words. Then, call some of them by name to read the sentences aloud. If anyone fails, ask the next students to do so.

Exercise solution:

1. Maghrib prayer is at **sunset**.
2. Taj Mahal palace is made of **marbles**.
3. We sacrifice an **animal** on Eidul Azha.
4. A **hill** is a high piece of land. You can usually walk up.
5. Each **pillar** which supports the roof of our club is 6 meters high.

a. hill
b. animal
c. marbles.
d. pillar.
e. sunset

1. During the Hajj program, I **sacrificed** an animal.
2. They **replaced** the broken cup with a new one.
3. Earth is **surrounded** by water.
4. Draw a **circle** and color it yellow.
5. Every year, hundreds of tourists **come** to Afghanistan. Do you know how many tourists have **come** since 2001?

a. circle
b. surrounded
c. sacrificed
d. come
e. replaced

1. I turned on the **lamp** because the curtains in my room were closed.
2. A **factory** in Herat produces the lamp.
3. Your **writing** is very poor. I can not even read a word.
4. The **base** of this building is made of stone, but the top part is made of wood.
5. We stand in **rows** for the praying.

a. rows
b. writing
c. lamp
d. factory
e. base

<u>Step five</u>

- **Homework:** Ask your students to use the words given in word study section on page 85 in sentences.

Unit seven
Lesson five

Objective of the lesson:

- ❖ Students should be able to write a descriptive paragraph.

Page: 86
Period: (45) minutes.
Teaching method: oral, questions/answers.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

<u>Step one</u>

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and write the homework on the blackboard or read it aloud.

<u>Step two</u>

- **Evaluation:** Evaluate your students by asking some questions like:
  1. What does the word (replace) mean?
  2. Who can use the word (Row) in a sentence?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. What do all pilgrims do on Hajj program?
  2. Have you enjoyed Jabar khan's interview?

<u>Step three</u>

- **Writing:** Ask your students to read Jabar's interview on pages 80 and 81 of the book silently and write a paragraph about "What all pilgrims do on Hajj program?" Then, call some of your students by name to read their paragraph aloud. Get other students to ask him/ her questions.
- Ask your students to write a paragraph according to the given instructions in part B of page 86 of the books. Ask them what they would do if they were in Hajj program in Saudi Arabia. Then, call some of them to read their paragraphs aloud. Get other students to ask him/ her questions.

<u>Step four</u>

- **Homework:** Ask your students to write a paragraph about the days of Eid Azha.

Unit seven
Lesson six

Objectives of the lesson:

- ❖ Students should be able to talk and comprehend about going to Hajj or Umrah
- ❖ Students should be able to describe what they have learnt.

Pages: 87-88
Period: (45) minutes.
Teaching method: oral, discussing, questions/answers.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and write the homework on the blackboard or read it aloud.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. What does the word pilgrim mean?
  2. Do you know what a passport is?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. Have you ever been to Hajj or Umrah?

Step three

- **Activities:** Get the students to look at page 87 of the book. Read the conversation aloud and get the students to listen to the conversation. Do not translate it into Pashto or Dari. Translation into Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Then make further pairs to practice the conversation aloud to strengthen the pronunciation of the students.
- Divide your students in pairs to ask and answer the question in part B on page 87. For example, one student reads the questions and the second student answers.

Step four

- **Activities:** Ask your students to read the table on page 88 silently. Then, Read the descriptive paragraph in part B aloud and ask your students to listen carefully. After that, call some of your students to read it once more.
- Ask your students to describe the Eiffel Tower in a paragraph like the one in part B of the book. Then, call some of them to read their paragraphs aloud.

Step five

- **Homework:** Ask your students to choose a Minaret or a Tower and describe it in a paragraph.

Unit seven
Lesson seven

Objectives of the lesson:

- ❖ Students should be able to recognize tenses and use them in their daily writing and speaking.
- ❖ Students should be able to know the meanings of new words and how to use them in sentences properly.

Pages: 89-90
Period: (45) minutes.
Teaching method: oral, discussing, questions/answers.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come and write the homework sentences on the blackboard.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. How high is Ka'abah-e-Sharif?
  2. Who can describe Eiffel Tower?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to lesson or by asking some questions like:
  1. Who can make a sentence using present perfect tense?
  2. Who can explain what have something done is?

Step three

- **Review:** Before reading the review pages ask your students to define simple past, present perfect, present continuous and future tenses and give examples. Then, define the tenses orally and write clear examples on the blackboard and show practically the usage of verbs in different tenses.
- Ask some of your students to read the first two tables on page 89 aloud.
- Ask your students to read the note on the left side of part A on page 89 and 90 silently and answer the questions beside them. Be careful that students should use pencil, not a pen. Then, divide the students in pairs to ask and answer questions. For example first student should read the question and another student should answer.

Step four

- **Vocabulary list:** It is very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to

understand the words in different form of the parts of speech; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.

- Pronounce the words aloud and ask the students to repeat them after you. Then ask some of them to read and pronounce the vocabulary list aloud.

Step five

- **Homework:** Ask your students to use the verb part of the vocabulary section on page 90 in sentences and write them in their notebooks.




Unit Eight

Dining Customs

In this unit, you are going to:

- learn the usage of "direct and indirect speech".
- know some dining customs.
- improve your reading skill.
- write a letter about dining customs in Afghanistan.
- learn new words.




Unit eight
Lesson one

Objective of the lesson:

- ❖ Students should be able to comprehend the conversations.
- ❖ Students should be able to discuss critically about conversation.

Pages: 92-93
Period: (45) minutes.
Teaching method: oral, discussing, questions/answers.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come and write the homework sentences on the blackboard.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. Who can use the phrase "have something done" in a sentence?
  2. Who can tell us when do we use "have something done"?
  3. Who can use the words sacrifice and replace in sentences?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. Have you ever worked in a restaurant?
  2. Who tell us what kinds of food he/ she likes?

Step three

- **Conversation:** Get the students to look at page 92 of the book. Read the conversation aloud and get the students to listen to the conversation. Do not translate it into Pashto or Dari. Translation into Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Then make further pairs to practice the conversation aloud to strengthen the pronunciation of the students.
- Divide your students in pairs to ask and answer the questions in part B of page 92. For example, one student reads the question and another student answers. If anyone fails to answer correctly, don't correct him/her mistakes. Give the chance to the next student to answer.
- Ask your students to practice the conversation in part C with their seat partner. Then, make further pairs to practice the conversation aloud.
- Ask your students to use the words in part D of page 93 with their seat partner like the conversation in part C silently. Then, make further pairs to practice the conversation aloud.

- Call your students in pairs to practice the conversation in part E of page 93 aloud. Then, ask your students to read the sentences in part F on page 93 silently and change them to negative questions in their notebooks. After that, call some of them individually to read the questions aloud. If anyone fails, ask another student to do so.

Step four

- **Homework:** Ask your students to choose a restaurant and write a paragraph about it.

Unit eight
Lesson two

Objectives:

- ❖ Students should be able to know the usage of article + adjective and have to use it in their daily writing and speaking.
- ❖ Students should know direct and indirect speech and its usage.
- ❖ Students should be able to change direct speech into indirect speech.

Pages: 94-95
Period: (45) minutes.
Teaching method: oral, discussing, questions/answers.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

<u>Step one</u>

- Say السلام عليكم to the students and get them to say و عليكم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come and write the homework sentences on the blackboard.

<u>Step two</u>

- **Evaluation:** Evaluate your students by asking some questions like:
  1. Who can use the words armchair and comfortable in sentences?
  2. What is the meaning of (how do you do) and when we can use it?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to lesson or by asking some questions like:
  1. Can you use the article with adjective in a sentence?
  2. Can you tell us what the difference between direct and indirect speech is?

<u>Step three</u>

- **Grammar:** Read the table in the top of page 94 aloud and ask your students to listen carefully. Then, write some sentences on the blackboard and show practically the changes on them.
- Ask your students to read the sentences below the table silently and change them like the given examples. Then, call some of them to come in front of the class. Ask them to write the first sentence on the blackboard and change it according to the examples and structures.

Exercise solution:

1. That customer is hungry.	**He is a hungry customer.**
2. The opinion is interesting.	**It is an interesting opinion.**
3. The cook is angry.	**He is an angry cook.**
4. The manager is punctual.	**She is a punctual manager.**
5. This flower is beautiful.	**This is a beautiful flower.**
6. This restaurant is nice.	**This is a nice restaurant.**
7. This pillar is marble.	**This is a marble pillar.**
8. That material is strong.	**That is a strong material.**

9. This concrete is thick. **This is a thick concrete.**
10. That bookcase is wooden. **That is a wooden bookcase.**

- Before reading the second table on page 94, use the words very and too in two different sentences. Then, ask your students if they could tell the difference between them.

Very is an adverb and when it is used before adjectives, adverbs and determiners it means "in a high degree" or "extremely".
The room is very small.
Very few people know about astronomy.
Too is an adverb and it is used to prevent or create a problem. It means very extremely.
The bus is too crowded.
The room is too small for two people.

- Explain very and too for the students and write some clear examples on the blackboard. Then, ask some of the students to read the table aloud.
- Ask your students to read the sentences in part A of page 94 silently and add one more sentence with but, so and very and too. Then, call some of them by name to read the sentences aloud. If anyone fails, give the chance to the next student.

Exercise solution:

1. The students were too late for the lesson, **so they couldn't catch the lesson.**
2. The boy came very late, **but he could catch the lesson.**

- Ask your students to read the sentence in part B of page 94 silently and complete them with too and very. Then, call some of them by name to read the sentence aloud. If anyone fails, give the chance to other students.

Exercise solution:

1. The food was **too** costly. I did not have enough money.
2. The sunset was **very** beautiful. We sat and watched the cartoon.
3. I could not carry my bag because it was **too** heavy for me.
4. Ahmad runs 5 km every day. He is **very** healthy.
5. I can't get into that car. The roof is **too** low.
6. I do not understand this book. It is **too** technical.

- **Direct and Indirect speech**: Write a sentence on the blackboard using direct speech and ask your students if anyone could change it into an indirect speech. Then, read the sentence in the table aloud ask your students to listen carefully.
- Read the rule aloud and write sentences on the blackboard and show the students practically the ways of changing direct into indirect speeches. Then, ask your students to read the tables aloud.

<u>**Part four**</u>

- **Homework:** Tell your students that the sentences in part A and B of page 95 are their homework.

Exercise solution:
Part A

1. I am a student.
   He said that he is a student.
2. You are watching.
   She said that we are watching TV.
3. Don't run fast!

The mother shouted to his son not to run fast.

4. I love pink color.
   He said that she loved pink color.
5. I study geography of grade nine
   She said that she studied in grade nine.
6. Wait!
   He yelled to wait.
7. It is very early.
   He said that it was very early.
8. I will go to the Educational University.
   She said that she would go to the Education University.

Part B

1. b**u**sy
2. cert**ai**nly
3. compl**ai**nt
4. c**oo**king
5. co**un**t**r**y
6. d**e**lic**i**ous
7. opin**io**n
8. P**o**p**u**l**a**r

Unit eight
Lesson three

Objective of the lesson:

- ❖ Students should be able to know the dinning custom in different countries.
- ❖ Students should be able to talk about their dinning customs.

Pages: 96-97
Period: (45) minutes.
Teaching method: oral, visual, display, discussing, questions/answers and role play.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say و علیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and write the homework on the blackboard or read it aloud.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. What is the difference between (very) and (too)?
  2. Who can change the sentence "Don't close the window" into indirect speech?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. How many countries dining customs do you know?
  2. What are the dining customs in Afghanistan?

Step three

- **Reading:** Read the paragraphs about dining customs aloud and ask your students to listen carefully. Don't translate it into Dari or Pashto. Translation into Dari or Pashto should be at last resort. Then, only to translate the words not the pattern.
- Call some of your students by name to read it paragraph by paragraph. It means, one student should read the first paragraph and the second student should read the next paragraph and they should continue till the whole reading section is read.
- Ask your students to read the questions in part B of page 97 silently and answer them in their notebooks. Then, call the students in pairs to ask and answer the questions. For example, one student read the question and another student answers.

Step four

- **Homework:** Ask your students to write a paragraph about their home dining custom.

Unit eight
Lesson four

Objective of the lesson:

- ❖ Students should be able to know the meanings of new words and use them in sentences correctly.

Pages: 98-99
Period: (45) minutes.
Teaching method: oral, discussing, questions/answers.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come and write the homework sentences on the blackboard.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. Do all people have the same dining customs?
  2. Who can tell us about their village's dining customs?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. Who can use the words appreciate and rarely in a meaningful sentence?

Step three

- **Word study:** Before reading the word study section on page 98, write the bolded words on the blackboard and ask the students if they could use them in sentences.
- Read the word study section aloud and ask your students to listen carefully. Then, call some of your students by name to read it aloud.

Step four

- **Word study:** Ask your students to read the word study section on page 99 silently and complete them with the given words. Then, ask some of your students to read the sentences aloud. If anyone fails, give a chance to the next student.

Exercise solution:

1. Our flight leaves at exactly 7:40 p.m. We must be **on time**.
2. I am going shopping and will do my homework **after wards**.
3. Their house is very close to ours. In fact, they are **side by side**.
4. Customers **rarely** complain about a good restaurant.
5. The main meal of the day is usually **either** lunch or dinner.

a. rarely
b. on time
c. either
d. side by side
e. afterwards

1. He introduced himself and said, “How do you **do**?”
2. Do you have a guide book for France? We want to **find out about** their customs before we go there.
3. We usually **dine** at 7:00 p.m.
4. “What do you **think of** Uzbek’s cooking?
5. If the food is not good, you should **complain** to the manager.

a. dine
b. think of
c. do
d. complain
e. find out about

1. The manager could not talk to us because he was **busy**.
2. I had to save up for months because the air fare was very **costly**.
3. In Europe, it is **polite** to arrive on time for a meal.
4. The food was cheap but **delicious**.
5. He doesn’t like anyone. He is not very **friendly**.

a. friendly
b. polite
c. busy
d. costly
e. delicious

1. I often shop at this supermarket. I am a regular **customer**.
2. At the dinner, we had a pudding after the main **course**.
3. I often sleep in the afternoon. It has become a **habit**.
4. It was a special occasion. So we gave our brother a **gift**.
5. She asked, “What is your **opinion** of my cooking” I answered, “I think it is delicious.”

a. habit
b. gift
c. customer
d. opinion
e. course

Step five

- **Homework:** Ask your students to use the words in word study section on page 99 in sentences and write them in their notebooks.

Unit eight
Lesson five

Objective of the lesson:

❖ Students will be able to write a letter about dining customs of Afghanistan.

Page: 100
Period: (45) minutes.
Teaching method: oral, visual, display, discussing, questions/answers and role play.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say و علیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and write the homework on the blackboard or read it aloud.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. Who can complete this sentence with a suitable verb? The manager could not talk to us because he was ………….. ?
  2. When we use (how do you do)?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. Do you know where New Zealand is located?
  2. Who knows the dining customs of New Zealand?

Step three

- **Writing:** Read the letter on page 100 aloud and ask your students to listen carefully. Don't translate it into Dari or Pashto. Translation into Dari or Pashto should be at the last resort. Then, only to translate the words, not the patterns. After that, ask a few students to read the letter aloud.
- Divide your student in pairs. Ask your students to write a letter to James and write about the dining custom in Afghanistan. Then, ask some of your students to come in front of the class and read their letters. Get the other students to ask him/ her questions.

Step four

- **Homework:** Ask your students to write a letter to one of their friends and tell them about the dining customs in their provinces.

Unit eight
Lesson six

Objective of the lesson:

- ❖ Students will be able to act as a waiter and customer.

Page: 101
Period: (45) minutes.
Teaching method: oral, visual, discussing, questions/answers and role play.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and write the homework on the blackboard or read it aloud.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. Who can tell us what a dining custom is?
  2. Who can tell us what is the main meal in Afghanistan?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. What do restaurants use menu?
  2. Who can tell us how they order food in a restaurant?

Step three

- **Activities:** Get the students to look at page 101 of the book. Read the dialogue aloud and get the students to listen to the dialogue. Do not translate it in Pashto or Dari. Translation on Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Divide the students in pairs (those who are sitting side by side) to practice the dialogue silently. Then make further pairs to practice the dialogue aloud to strengthen the pronunciation of the students.
- Ask your students to prepare a restaurant menu. Then, ask them to act as a waiter and a customer with their seat partners. After that, call some of the students in front of the class to act as a customer and a waiter. For example, one student goes to a restaurant and another comes to ask him/ her to order the food.

Step four

- **Homework:** Ask your students to write a restaurant menu.

Unit eight
Lesson seven

Objectives of the lesson:

- ❖ Students should be able to know about the usage of article + adjective and how to use it in sentences properly.
- ❖ Students should be able to differ "very" from "too" and use them in sentences correctly.
- ❖ Students should be able to know direct and indirect speech and use them in their daily speaking and writing correctly.

Pages: 102-103
Period: (45) minutes.
Teaching method: oral, discussing, questions/answers.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

<u>Step one</u>

- Say السلام عليكم to the students and get them to say و عليكم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and write the homework on the blackboard or read it aloud.

<u>Step two</u>

- **Evaluation:** Evaluate your students by asking some questions like:
  1. How do we order foods in a restaurant?
  2. Have you gone to a restaurant to serve foreign meals? What is it like?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson.

<u>Step three</u>

- **Review:** Read the sentences in the first table of page 102 aloud and ask your students to listen carefully. Then, ask two or three students to read it once more.
- Ask your students read the sentences in part A of page 102 silently and add one more sentence and write them in their notebooks. Then, call some of the students to read the sentences aloud. If anyone fails, give the chance to another student.

Exercise solution:

1. The baby is noisy.
   He is a noisy baby.
2. This fish is white.
   It is a white fish.
3. That book is thick.
   That is a thick book.
4. The Geography book is interesting
   Geography is an interesting book.

- Ask two or three student to read the second table on page 102 aloud. Then, ask the students to read the sentences in part B silently and add one more sentence in their notebooks. After that, call some of the students to read the sentences aloud. If anyone fails, give the chance to the next student.

Exercise solution:

1. The principal was very late**, but he could attend the conference.**
2. That student came very late**, but he could catch the lesson.**
3. The principal was too late**, so he couldn't attend the conference.**
4. That student came too late**, so he couldn't catch the lesson.**
   - Before reading the third table about direct and indirect speech, ask your students the definition and examples as well as the difference betweem direct and indirect speech.
   - Ask two or three students to read the table aloud. Then, ask your students to read the sentences in part C of page 102 silently and change them to indirect. After that, call some of your students to read the indirect sentences they have written. If anyone couldn't, give the chance to the next student.

Exercise solution:

1. I am learning computer.
   He said that he was learning computer.
2. He will talk about our math class.
   He said that he would talk about their math class.
3. They travelled to Nepal.
   He said that they had travelled to Nepal.
4. I have seen that movie.
   She said that she had seen that movie.
5. She played football.
   He said that she had played football.
6. We are going to fly to London
   They said that they were going to fly London.

<u>Step four</u>

- **Vocabulary list:** It is very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to understand the words in different forms of the parts of speech; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.
- Pronounce the words aloud and ask the students to repeat them after you. Then ask some of them to read and pronounce the vocabulary list aloud.

<u>Step five</u>

- **Homework:** Ask your students to use the adjective part of the vocabulary list in sentences and write them in their notebook.





Unit Nine

Traditional Games

In this unit, you are going to:

- learn the usage of reporting questions in "direct and indirect speech".
- read and know traditional games.
- read a letter to improve your reading skill.
- write a descriptive letter.
- learn new words.





Unit nine
Lesson one

Objective of the lesson:
- ❖ Students will be able to understand about traditional games.
- ❖ Students will be able to talk with each other about traditional games.

Page: 105
Period: (45) minutes.
Teaching method: oral, discussing, questions/answers.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

<u>Step one</u>
- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and read their homework aloud.

<u>Step two</u>
- **Evaluation:** Evaluate your students by asking some questions like:
  1. Who can tell us the rule of changing a direct speech into indirect speech?
  2. Who can give us some examples of direct and indirect speeches?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to lesson or by asking some questions like:
  1. What kind of games would you like to play?
  2. What is your favorite game?

<u>Step three</u>
- **Conversation:** Get the students to look at page 105 of the book. Read the conversation aloud and get the students to listen. Do not translate it in Pashto or Dari. Translation on Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Then make further pairs to practice the conversation aloud to strengthen the pronunciation of the students.
- Ask your students to read the questions in part B on page 105 silently and answer them in their notebooks. Then, call them in pairs to ask and answer questions. For example, one student should read the question and another student should answer. If anyone couldn't answer, give the chance to another student.
- Ask some of your students to come in front of the class and talk about his/ her favorite games. Ask them to talk about the rules of playing, number of players. Is it a traditional game or an international games? While he/ she has finished his/ her speaking, get the other students to ask questions.

<u>Step four</u>
- **Homework:** Ask your students to write a paragraph about the game they like the most.

Unit nine
Lesson two

Objective of the lesson:

- ❖ Students will be able to learn the usage of reporting questions in (direct and indirect speech).

Page: 106
Period: (45) minutes.
Teaching method: oral, visual, display, discussing, questions/answers and role play.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and read their homework aloud.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. Who was Mr. Young and what was his book about?
- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. Do you know how the questions are reported?

Step three

- **Grammar:** Before reading the grammar page, ask your students to define the rules and examples of direct and indirect speech statement.
  Direct speech: When we report the exact word of the speaker it is called direct speech. For example,
  Ahmad said, "I am a teacher."
  When we report what he said without quoting his exact words. This is called indirect speech. For example,
  Ahmad said that he was a teacher.
  In reporting question the Indirect Speech is introduced by some verbs such as asked inquired, etc.
  When the question is not introduced by an interrogative word, the reporting verb is followed by whether or if. For example,
  Direct speech: He said to me, "What are you doing?"
  Indirect speech: He asked me what I was doing.
  Direct speech: The stranger said to me, "Do you speak English?"
  Indirect speech: The stranger inquired me whether/ if I spoke English.
  When the tags come after the quote no comma is used. For example,
  Direct speech: "Do you speak English?" **asked the stranger**.
  When both the tag and quote are in question, the question mark is used inside the quotation mark. For example,
  Direct speech: Did she write, "What can I do to stop them?"

When the tag is only in question, then the quotation mark is used outside of the quotation mark. For example,

Direct speech: **Did she write,** "I can't allow them to continue this action"

- Explain questions in direct and indirect speeches clearly and ask your students to listen carefully. Then, write the rules on the blackboard as well as some example and show them practically the changes that come in the sentences.
- Ask two or three students to read the tables aloud. Then, ask them to read the sentences below the table and change them to indirect speech in their notebooks. After that, call some of them by name to read the sentences they have written in their notebooks. If anyone makes a mistake, ask another students to do so.

Exercise solution:

1. My father said, "What are you doing?"
   My father asked me what I was doing.
2. "Where do you live?" asked the stranger.
   The stranger inquired where I lived.
3. The policeman said to us, "Where are you going?"
   The police man asked us where were we going.
4. He said, "Will you come listen to me?"
   He inquired whether/ if I would come to the party.
5. "Do you speak English?" the director said.
   The director inquired if I spoke English.
6. She said, "How are you?"
   She asked me how I was.
7. The teacher said, "Where is your book?"
   The teacher inquired where my book was.
8. "How much did you buy the jacket?" my father said.
   My father inquired how much I bought the jacket.
9. The shopkeeper said, "Did you like the jacket?"
   The shopkeeper inquired if I liked the jacket.

<u>Step four</u>

- **Homework:** practice the reporting questions at home.

Unit nine
Lesson three

Objective of the lesson:

- ❖ Students should be able to know and talk about games in different countries.
- ❖ Students should be able to comprehend a text while reading.

Page: 107
Period: (45) minutes.
Teaching method: oral, visual, display, discussing, questions/answers and role play.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

<u>Step one</u>

- Say السلام علیکم to the students and get them to say و علیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and read their homework aloud.

<u>Step two</u>

- **Evaluation:** Evaluate your students by asking some questions like:
  1. Who can tell us the rules of changing questions into direct and indirect speech?
  2. Who can explain if the tag is in question where the question mark is used in quote?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. Have you ever played a traditional game with your classmates?

<u>Step three</u>

- **Reading:** Read the paragraph about *childhood games in the world* aloud and ask your students to listen carefully. Don’t translate it into Dari of Pashto. Translation into Dari or Pashto should be used at last resort. Then only translate the words not the patterns.
- Ask some of your students to read the paragraph aloud. Then, get them to read the paragraph silently and make questions about it.
- Call them in pairs to ask and answer questions. For example, one student reads the questions he/ she has written in his/ her notebook and another student answers. Then, call two or three students to come in front of the class and talk about a traditional game in their provinces.

<u>Step four</u>

- **Homework:** Ask your students to write a paragraph about a traditional game which was usual in your area.

Unit nine
Lesson four

Objective of the lesson:

- ❖ Students should be able to know the meanings of new words and use them in sentences correctly.

Pages: 108-109
Period: (45) minutes.
Teaching method: oral, display, questions/answers.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and read their homework aloud.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. Who can tell us what traditional games are in their provinces?
  2. Who can tell us what kind of game football is?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to lesson or by asking some questions like:
  1. How do you find the meaning of a word which you don't know?
  2. Who can use the words spread and competition in their own sentences?

Step three

- **Word study:** Before reading the word study section on page 108, write the bolded words on the blackboard and ask the students if they know their meaning and can use them in sentences. Then, call some of the students to read the words in turns. For example, one student reads the first word with sentences; next student reads the second word. Continue this till all the words are read. Don't translate the words; try to teach the meanings of them by using them in sentences.

Step four

- **Word study:** Ask your students to read the sentences in word study section on page 109 silently and complete them with the given words. Be careful that they should use a pencil not a pen. Then, call them by name to read the sentences aloud. If anyone fails, give a chance to the next student.

Exercise solution:

1. The film was so **exciting** that the viewers jumped out of their chairs.
2. It is a **large** playground. A lot of children can play there.
3. We were together in Farah. Now we live **apart** in different cities.
4. I would like to go to the moon, but it is not **possible** for me.
5. The **local** school is only a kilometer away from our house.

a. local
b. possible
c. large
d. apart
e. exciting

1. The old man had to use his **stick** in order to walk.
2. Her **aim** is to run her own business.
3. You can leave the **bone** in the meat until it is cooked.
4. A child of five years old is too big to sleep in a **cradle**.
5. If you do not have a bag, you can carry you money in your **pocket**.

a. cradle
b. pocket
c. stick
d. bone
e. aim

1. Everybody else left the room, only I **remained**.
2. He has **changed** his car. He has painted it yellow.
3. She **dropped** her cup of milk. It spread all over the floor.
4. My glass of juice was not full, so I **filled** it to the top.
5. The English language has **spread** through the whole world.

a. changed
b. spread
c. filled
d. dropped
e. remained

Step five

- **Homework:** Ask your students to use the given words in word study section on page 109 of the book in the sentences.

Unit nine
Lesson five

Objectives of the lesson:

- Students should be able to know the format of writing a letter.
- Students should be able to write a descriptive letter.

Pages: 110-111
Period: (45) minutes.
Teaching method: oral, discussing, questions/answers and role play.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

<u>Step one</u>

- Say السلام علیکم to the students and get them to say و علیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and write the homework on the blackboard or read it aloud.

<u>Step two</u>

- **Evaluation:** Evaluate your students by asking some questions like:
  1. Who can use the words spread and possible in their own sentences?
  2. Who can tell us the meanings of local and cradle in English?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. Have you ever written a letter to a friend?
  2. Who can tell us where do we write the address in an English letter?

<u>Step three</u>

- **Writing:** Read the letter in the writing part of page 110 aloud and ask your students to listen carefully. Then describe it from top to below clearly and show them practically which the heading is, what part is called courteous and continue till all the parts of a letter are introduced. Don't translate the letter in Dari of Pashto. Translation in Dari or Pashto should be use at last resort. Then, only translate the words not the patterns.
- Call two or three student to read the letter aloud.
- Ask your students to write a letter to a friend and obey the rules introduced them. Then, ask a few students to read their letters aloud.

<u>Step four</u>

- **Homework:** Ask your students to write a letter to their father in their notebooks.

Unit nine
Lesson six

Objective of the lesson:
- ❖ Students should be able to know different kinds of traditional games in Afghanistan.

Page: 112
Period: (45) minutes.
Teaching method: oral, visual, display, discussing, questions/answers and role play.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one
- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and write the homework on the blackboard or read it aloud.

Step two
- **Evaluation:** Evaluate your students by asking some questions like:
  1. Who can tell us the parts of a letter?
  2. Who can tell us what a salutation is?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to lesson or by asking some questions like:
  1. Do you know how Jez Bazi plays?

Step three
- **Activities:** Read the Games Descriptions aloud and ask your students to listen carefully. Don't translate it into Dari or Pashto. Translation into Dari or Pashto should be used as a last resort. Then, only to translate the words not the pattern.
- Call some of your students by name to read the description aloud. Then, get them to read descriptions silently. After that, call some of them to stand in their places and say the instructions orally.
- Ask your students if they know any other game and give instruction.

Step four
- **Homework:** Ask your student to choose a local game and write instructions for it in their notebooks.

Unit nine
Lesson seven

Objective of the lesson:

- ❖ Students should be able to consider Reporting Question and its usage.

Pages: 113-114
Period: (45) minutes.
Teaching method: oral, visual, display, discussing, questions/answers and role play.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and read their homework aloud.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. Who can tell us the instructions for a local game?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to lesson or by asking some questions like:
  1. How much are you interested in teaching English grammar?

Step three

- **Review:** Before reading the tables in the review part of page 113, write some questions using direct speech and call some of your students to come in front of the class to change it into indirect speech. Then, ask two or three students to read the table aloud.
- Ask your students to read the direct sentences below the table silently and change them to indirect speech. Then, call them by name to read the questions they have changed into indirect speech. If anyone fails, give the chance to the next student to do so.

Exercise solution:

1. "Can you swim?" said the swimmer.
   The swimmer asked me whether/ if I could swim.
2. The teacher said, "Who is ready to explain the lesson?"
   The teacher asked the students who was ready to explain the lesson.
3. My mother said, "Where are you going?"
   My mother inquired where I was going.
4. My mother said, "Do you go to the bazaar?"
   My mother asked me if I went to the bazaar.
5. The shopkeeper said, "Do you have a coin?"
   The shopkeeper asked me if I had a coin.
6. "When will you go to Japan?" said my uncle.

My uncle wanted to know when I would go to Japan.

7. My uncle said, “Where are you going to stay in Japan?”
   My uncle wanted to know where I was going to stay in Japan.
8. “How are you?” said my old friend.
   My old friend asked me how I was.
9. “Are you going to take a test tomorrow?”
   My classmates inquired if/ whether I was going to take a test the other day.
10. The director said, “Did you prepare the report?”
    The director wanted to know if/ whether I had prepared the report.

Step four

- **Vocabulary list:** It is very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to understand the words in different form of the parts of speech; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.
- Pronounce the words aloud and ask the students to repeat them after you. Then ask some of them to read and pronounce the vocabulary list aloud.

Step five

- **Homework:** Ask your students to use the adjective and adverb part of the vocabulary list section in their notebooks.




Unit Ten

At the Hospital

In this unit, you are going to:

- learn the usage of Gerund.
- learn the usage of Conjunction.
- Improve your reading skill.
- learn how to fill a registration form.
- learn new words.




Unit ten
Lesson one

Objective of the lesson:
- ❖ Students will be able to understand main messages in dialogues.

Page: 116
Period: (45) minutes.
Teaching method: oral, discussing, questions/answers and role play.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say و علیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and read their aloud.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. Who can use the word independently in a suitable sentence?
  2. What does the word salutation mean and which part of the letter is called salutation?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
- Why do people go to hospitals?
- Do you know what a X-Ray is?

Step three

- **Conversation:** Get the students to look at page 116 of the book. Read the conversation aloud and get the students to listen. Do not translate it in Pashto or Dari. Translation on Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Then make further pairs to practice the conversation aloud to strengthen the pronunciation of the students.
- Ask your students to read the conversation silently and answer the questions in part B of page 116. Then, call them in pairs to practice the questions. For example, one student read the questions and another student answers.

Step four

- **Homework:** Ask your students to write a paragraph about visiting a doctor.

Unit ten
Lesson two

Objective of the lesson:

- ❖ Students should be able to know and use gerund and conjunction in sentences correctly.
- ❖ Students will be able to use conjunctions in sentences correctly.

Pages: 117-118
Period: (45) minutes.
Teaching method: oral, discussing, questions/answers.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say و علیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and read their homework aloud.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. What was the problem with Mr. Hamidi?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:

Write two sentences on the blackboard: 1.swimming is fun. 2.I'm swimming. Ask students what is common in these two sentences.

Step three

- **Grammar:** Before reading the grammatical table about gerund, write one or two sentences on the blackboard, like:
  Early sleeping is good for our health.
- Ask the students what the function of gerund in a sentence is. Is it a noun or a verb?
- Explain gerund to the students and write some clear examples for it. Also explain the different usage of gerund on the blackboard. Show them practically the usage of it as different parts of speech. For example,
  As a noun: **Running** in the open area is better than a room.
  As an object: They love **running** in the open area.
  As an object or preposition: They are tired of **playing** piano.
- Read the table aloud and ask your students to listen carefully. Then, ask two or three students to read the table once more.
- Call a few students to read the chart in part A of page 117 aloud. Then, get your students to read the sentences in part B silently and change them like the given example in their notebooks.
- Ask some of the students in turn to read the sentences they have changed. If anyone makes a mistake, give the chance to another student to do so.

Exercise solution:

1. Basir never drives long distances. // doesn't like
   Basir doesn't like long distances driving.
   Basir doesn't like driving long distances.

2. Safiullah hardly ever stays inside. // doesn't enjoy
   Safiullah doesn't enjoy staying inside.
3. Diana attends a lot of conferences. // love
   Diana loves attending to a lot of conferences.
4. I usually don't work on weekends. // don't like
   I don't like working on weekends.
5. Toba studies every night. // like
   Toba likes studying every night.
6. Sometimes we watch TV. // enjoy
   Sometimes we enjoy watching TV.
   - Ask your students to read the sentences in part C of page 117 silently and join them like the given example in their notebooks.
   - Call some of the students by turn to read the sentences they have joined. If anyone fails, give the chance to the next student to do so.

Exercise solution:

1. I have meal with my friends. I enjoy it.
   I enjoy having meal with my friends.
2. He goes jogging every day. He looks forward to it.
   He looks forward for going jogging every day.
3. My sister has done her homework. She has finished it.
   My sister has finished doing her homework.
4. I read books. I like them.
   I like reading books.
5. She studies geography a lot. She likes it.
   She likes studying geography.

<u>**Step four**</u>

- **Conjunction:** Before reading the table belongs to conjunction, ask your students if they can define and give examples of conjunction. Then, orally define a conjunction. Write some examples on the blackboard and show practically the usage of conjunction to the students.
- Read the tables aloud and ask your students to listen carefully and see how the conjunction is used in them.
- Ask your students to read the sentences in part B of page 118 silently. Tell them to use the words before or after in their sentences. Then, call some of them by turn to read the sentences. If anyone makes a mistake, give the chance to the next student.

Exercise solution:

1. finish eating/ brush my teeth.
   After I finish eating, I brush my teeth.
2. have breakfast/ thank Allah.
   After I have breakfast, I thank Allah.
3. the sunrises/ I wake up.
   Before the sunrises, I wake up.
   I wake up before the sunrises.
4. go to school/ wear uniform.
   Before I go to school, I wear uniform.
   I wear uniform before I go to school.
5. return from school/ I greet every one.
   After I return from school, I greet every one.
6. she does her homework/ she goes to bed.
   She does her homework before she goes to bed.

- Ask your students to read the sentences in part C of page 118 silently and complete them with but or and, be careful that they should use a pencil not a pen. Then, call a few students by name to read the completed sentences aloud. If anyone fails, give the chance to the next student.

Exercise solution:

1. I ran fast, **but** I missed the bus.
2. Zaid **and** Najib came home together.
3. That man is poor, **but** honest.
4. He studied hard, **but** failed in the examination.
5. My brother is well, **but** my sister is ill.

<u>Step five</u>

- **Homework:** Ask your students to write a paragraph which contains gerund and conjunction. Tell them to underline gerunds and circle conjunctions in the paragraph.

Unit ten
Lesson three

Objective of the lesson:

❖ Students should be able to understand the passage main idea.

Page: 190
Period: (45) minutes.
Teaching method: oral, discussing, questions/answers and role play.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say و علیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and read their homework aloud.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. Who can tell us what a gerund is and give one example?
  2. Can you tell us what a conjunction is?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. What a health care center means?
  2. What are the responsibilities of health care centers?

Step three

- **Reading:** Read the text aloud and ask your students to listen carefully. Don't translate it in Dari or Pashto. Translation in Dari or Pashto should be used as a last resort. Then, translate the words not the pattern.
- Call some of the students to read the text aloud. Then, ask your students to read the text silently and answer the questions in part B of page 119 in their notebooks.
- Call your students in pairs to ask and answer the questions. For example, one student reads the questions and another student answers. If anyone fails to answer correctly, give the chance to the next student to answer.

Step four

- **Homework:** Ask your students to write a paragraph about health care center in their provinces.

Unit ten
Lesson four

Objective of the lesson:

- ❖ Students should be able to learn new words and use them correctly in sentences.

Pages: 120-121
Period: (45) minutes.
Teaching method: oral, discussing, questions/answers.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

<u>Step one</u>

- Say السلام علیکم to the students and get them to say و علیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and write the homework on the blackboard or read it aloud.

<u>Step two</u>

- **Evaluation:** Evaluate your students by asking some questions like:
  1. How many kinds of health care service are in Afghanistan?
  2. What are the responsibilities of a doctor?

- **Brainstorming:** In order to concentrate your students' attention to their lesson, start your lesson by saying a joke related to lesson or by asking some questions like:
  1. What does the word operate mean and can you use it in a sentence?
  2. Why do parents register their children at schools?

<u>Step three</u>

- **Word study:** Before reading the word study on page 120, write the bolded words on the blackboard and ask your students if they can explain their meanings in English and use them in sentences. Then, call some of the students by turn to read the words study section aloud.

<u>Step four</u>

- **Word study:** Get your students to read the word study section on page 121 silently and complete them with the given words. Then, call some of the students by name to read the sentences aloud. If anyone fails, give the chance to the next student to do so.

Exercise solution:

a. chest
b. X – ray
c. outpatient
d. lungs
e. pulse

1. Your **pulse** shows how fast your heart is beating.
2. After the accident, I saw blood on the man's **chest**.
3. When I arrived at the hospital, I was the only **out-patient**.
4. The patient's **x-ray** showed a broken leg.
5. Fish do not have **lungs** so they can't breathe out of water.

1. Health care is **free** for the citizens of Afghanistan.
2. Table is covered with books, paper, pencils and **etc**.
3. The loud noise of the engine shows that the damage in the car is **serious**.
4. He always begins his homework **as soon as** he gets home.
5. A school certificate is **necessary** if you want to study at a university.

a. etc
b. serious
c. free
d. necessary
e. as soon as

1. How can we **prevent** people from smoking?
2. It is best to see your doctor if you **cough** a lot.
3. I would like to use this machine, but I cannot **operate** it.
4. You must **register** at school before you attend the class.
5. Some doctors in that hospital **treat** patients with eye problems.

a. cough
b. treat
c. prevent
d. register
e. operate

1. Dr. Rahman is a heart **specialist**.
2. A doctor usually sees his patients at his **clinic**.
3. My **appointment** with the director is at 10:15 this morning.
4. There are four teachers in the social studies **department**.
5. I felt much better after the doctor's **treated my** sickness.

a. appointment
b. department
c. clinic
d. treatment
e. specialist

Step five

- **Homework:** Ask your students to use the given words in the word study section on page 121 in sentences and write them in their notebooks.

Unit ten
Lesson five

Objective of the lesson:

- ❖ Students should be able to write a descriptive paragraph.

Page: 122
Period: (45) minutes.
Teaching method: oral, discussing, questions/answers.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

<u>Step one</u>

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic. Then, check out the students homework individually.

<u>Step two</u>

- **Evaluation:** Evaluate your students by asking some questions like:
  1. Who can use the word treatment in a sentence?
  2. When do doctors take x-ray of the patients?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. How a note helps our writing?
  2. Have you ever been to Indira Gandhi Children Hospital?

<u>Step three</u>

- **Writing:** Read the table aloud and ask your students to listen carefully. Then read the paragraph in part B of page 122 aloud and tell your students to notice how the table in part A is used in the paragraph.
- Call three to four students to read the paragraph aloud. Then, divide your students to group of 3-4 to read the table in part C of page 122 silently and write a paragraph by using the note in the table. After that, ask some of the students to read paragraphs aloud and get the others to ask him/ her questions.

<u>Step four</u>

- **Homework:** Ask your students to write a paragraph about a hospital, but first tell them to write a note like the one in part A or C of their notebooks.

Unit ten
Lesson six

Objective of the lesson:

- ❖ Students should be able to name some common disease in English.

Pages: 123-124
Period: (45) minutes.
Teaching method: oral, discussing, questions/answers.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

<u>Step one</u>

- Say السلام عليكم to the students and get them to say و عليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come in front of the class and write the homework on the blackboard or read it aloud.

<u>Step two</u>

- **Evaluation:** Evaluate your students by asking some questions like:
  1. What are taking notes used for?
  2. Can you write a paragraph by using notes?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. Can you tell us where do you go when you get sick?

<u>Step three</u>

- **Activities:** Read the sentences in part A of page 123 aloud and ask your students to listen carefully. Then ask them to practice part B the same as part A with their seat partner.
- Call the students in pairs to practice part B aloud. Then, ask them to practice the conversation in part C silently with their seat partner. After that, call them in pairs to practice the conversation aloud.
- Ask one of your students to come in front of the class. Ask him/ her questions to fill the registration form. For example,
  What is your family name?
  What is your first name?
  How old are you?
  What do you do?
  How tall are you?
  How much do you weigh?
  What is your telephone number?
- Tell you students to ask and answer questions in order to fill the registration form with their seat partner. Tell them to use the question you have just used with the student in front of the class. Then, call them in pairs to practice the conversation aloud about the form.

Step four

- **activity:** Before reading the activity section on page 124, ask your students if they can define and give examples of questions in reporting questions. Then, read the sentences in the table aloud and ask the students to pay attention carefully how the questions are reported.
- Give your students time to read the sentences in the table of part A silently and change them to reported questions in their notebooks. Then, call some of them individually to read the questions they have changed aloud. If anyone fails in changing, give the chance to the next student.

Exercise solution:

The registration officer's questions	Reported questions to the family
1. What is your family name?	1. The officer asked me what my family name was.
2. What is your first name?	2. He asked me what my first name is.
3. How old are you?	3. He wanted to know how old I was.
4. What is your occupation?	4. The officer inquired what my occupation was.
5. How tall are you?	5. The officer wanted to know how tall I was.
6. How heavy are you?	6. He asked me how heavy I was.
7. What is your telephone number?	7. He wanted to know what my telephone number was.

- Before reading the table of part B on page 124, ask your students if they can define and give examples of Yes/ No questions in reporting questions. Then, read the sentences in the table aloud and ask the students to pay attention carefully how the Yes/ No questions are reported.
- Give your students time to read the sentences in the table of part B silently and change them to reported questions in their notebook. Then, call some of them individually to read the questions they have changed aloud. If anyone fails in changing, give the chance to the next student.

Exercise solution:

The man's questions	Reported questions to the family
1. Is your family name Ahmady?	1. The man asked me if/ whether my family name was Ahmady.
2. Is your first name Akbar?	2. The man asked me if my first name was Akbar.
3. Are your 18 years old?	3. The man asked me if I was 18 years old.
4. Are you a student?	4. He asked me if I was a student.
5. Are you 1.80 cm tall?	5. He asked me if I was 1.80 c, tall.
6. Are you 70 kg?	6. He asked me if I was 70 kg.

Step five

- **Homework:** Ask your students to write five WH and five Yes/ No questions using reporting question.

Unit ten
Lesson seven

Objective of the lesson:

- ❖ Students should be able to report questions.

Pages: 125-126
Period: (45) minutes.
Teaching method: oral, discussing, questions/answers and role play.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

<u>Step one</u>

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and read only one sentence orally.

<u>Step two</u>

- **Evaluation:** Evaluate your students by asking some questions like:
  1. Who can tell us what a family name is?
  2. Can you tell us how do you quote Yes/ No question?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. Who can tell us how WH question is reported?
  2. How do you find the meaning of a word when you see it for the first time?

<u>Step three</u>

- **Review:** Before reading the table on page 125 of the book, ask your students if they can define direct and indirect speech. Then, ask them if they can say the rules for quoting WH and Yes/ No question in direct and indirect speech.
- Ask some of the students to read the table aloud. Then, write two or three questions on the blackboard and call some of the students to come in front of the class and change them to indirect speech.
- Ask your students to read the sentences below the table silently and change them to reported questions in their notebooks. Then, ask some of them to read the sentences aloud. If anyone fails, give the chance to the next student.

Exercise solution:

1. "Do you know French?" said the French man.
   The French man wanted to know if I spoke French.
2. "Where do you live" said the new student.
   The new student asked me where I lived.
3. My cousin said, "Are we going to Salang?"
   My cousin wanted to know if/ whether we were going to salang.
4. "I am a student?" said the sick boy.
   The sick boy said that he was a student.
5. Rahmatullah said, "Will you take me to the party?"

Rahmatullah wanted to know if I would take him to the party.

6. Nematullah said, "How is your father?"
   Nematullah inquired how my father was.
7. "What is the matter?" said the school principal.
   The principal enquired what the matter was.
8. "When are you going to go to Nemrooz?" said the director.
   The director wanted to know when we were going to Nemrooz.
9. "Are you taking the cameramen?" he said.
   He asked me if I was taking the cameramen.
10. "How much is a kilo of sugar?" said the customer.
    The customer wanted to know how much a kilo of sugar was.
11. The patient said, "Will you come at the clinic?"
    The patient asked me if I would come to the clinic.

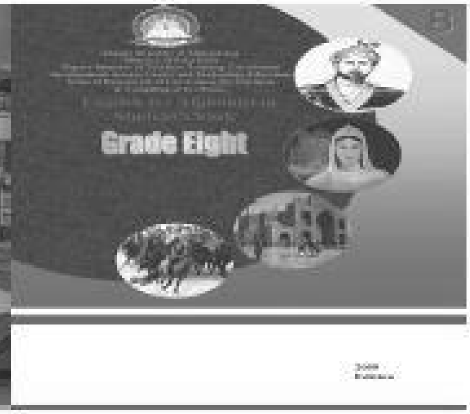
<u>**Step four**</u>

- **Vocabulary list:** It is very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to understand the words in different form of the parts of speech; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.
- Pronounce the words aloud and ask the students to repeat them after you. Then ask some of them to read and pronounce the vocabulary list aloud.

<u>**Step five**</u>

- **Homework**: Ask your students to use the noun part of the vocabulary list section in sentences and write them in their notebooks.





Unit Eleven

Language ability

In this unit, you are going to:

- learn the usage of Present Perfect Continuous Tense.
- improve your reading skill by reading a paragraph.
- learn new words.
- talk about languages ability.
- fill the registration form.





Unit eleven
Lesson one

Objective of the lesson:

- ❖ Students should be able to understand the dialogue comprehensively.

Page: 128
Period: (45) minutes.
Teaching method: oral, display, discussing, questions/answers and role play.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say و علیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. Who can change this question to a reported question? "What is your telephone number?"
  2. Who can tell us the meanings of population and prescription and use them in sentences?
- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to lesson or by asking some questions like:
  1. Which school would you prefer? Private or government?
  2. Have you ever been to any private school?

Step three

- **Conversation:** Get the students to look at page 128 of the book. Read the conversation aloud and get the students to listen to the conversation. Do not translate it in Pashto or Dari. Translation on Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Then make further pairs to practice the conversation aloud to strengthen the pronunciation of the students. After that, ask some of the students to come in front of the class if they can act the conversation orally.
- Get your students to read the conversation silently and find the answer of the questions in below page 128. Then, call them in pairs to ask and answer questions. For example, one student should read the question and another student answers.

Step four

- **Homework:** Ask your students to write a paragraph about a course or a private school.

Unit eleven
Lesson two

Objective of the lesson:

- Students should be able to know present perfect continuous tense and use it properly in sentences.

Pages: 129-130
Period: (45) minutes.
Teaching method: oral, discussing, questions/answers.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and check out some of the student's homework respectively.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. Explain what was the main idea of previous dialogue?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or write two present perfect and continuous tenses to identify which tenses they are belong to.

Step three

- **Grammar:** Before reading the grammar table on page 129, ask some of your students individually the definition of present continuous and present perfect tenses.
- Define present perfect continuous tense orally aloud and write various sentences as examples on the blackboard. Show the students the structure of the tense and analyze it. For example, tell them what the subject is, what the auxiliary verb is and what the main verb in the sentence is.
- Call some of your students to say sentences in present perfect continuous tense. Then, ask some of your students to read the table aloud. Help them in pronunciation if they have difficulties.
- Give your students time to read the sentences in part A of page 129 silently. Tell them to make two sentences, one in present perfect continuous and one in present perfect tense. Then, call some of them individually to read the sentences they have made. If anyone makes a mistake, give the chance to the next student.

Exercise solution:

1. Jamil is from Afghanistan. He is traveling round Asia at the moment. He began his tour three months ago.
   He has been traveling for three months.
   He has visited six countries.
2. Jimmy is a tennis player. She began playing tennis when she was ten years old. This year she is a national champion again for the fourth time.
   He has won the national championship four times.
   He has been playing tennis since he was ten.

3. When Nader and Fawad left college, they started writing books together. They still write books.
They have written five books since they left college.
They have been writing books since they left college.

- Before asking your students to work on part B of page 130, ask your students if they can say the usage of since and for in present perfect tenses. Then, tell them that since is used as time expression to tell the beginning of an action and for is used as time expression to show the length of an action. For example,
  I have been living in Kabul since 1987.
  I have been living in Kabul for thirty years.
- Ask your students to read the sentences in part B of page 130 silently and complete the sentences with since and for. Observe the students that they should use pencil in filling the blanks in the textbook. Then, call some of them by name to read the sentences aloud. If anyone makes a mistake, give the chance to the other students.

Step four

- **Grammar:** Before reading the grammatical table about Gerund on page 130, write some sentences which contains gerund on the blackboard; like, **Swimming** is a healthy exercise**.** He likes **swimming.** He is fond of **playing** tennis**.** and ask the students if they can say the function of the bolded words on the sentences. Then describe gerund orally to the students and write different kinds of examples on the blackboard. Show practically the usage of gerund and notify them the function of gerund in different usages.
  Gerund is that form of the verb which ends in ing and has the force of a noun and a verb.
  Or we use gerund (verb + ing) and negative gerund (not + verb + ing) after verbs and preposition. Gerund can be used as subject, object and object of preposition. For example,
  1. **Studying** makes me sleepy**.**
  2. My doctor says that **swimming** is the best kind of exercise**.**

  3. She watches TV **instead of working.**
  4. He denied **taking** the money.
- Call some of your students if they can give examples of a gerund in different usages. Then, ask some of the students individually to read the grammatical table about gerund aloud.
- Give your students time to read the sentences below the table silently and complete them with the given words. Then, call some of them by name to read the sentences they have completed. If anyone makes a mistake, give the chance to the next students.

Exercise solution:

1. I enjoy **listening** to the music.
2. Have you finished **washing** your hair?
3. I have put off **writing** the letter so many times. I really must do it today.
4. Hello! Nadrea, **seeing** you here! What a surprise!
5. Faisal gave up **trying** to find a job in this country and decided to go abroad.

Step five

- **Homework:** Ask your students to write ten sentences and use the gerund as a different purpose, subject, object and object of preposition.

Unit eleven
Lesson three

Objective of the lesson:

- ❖ Students should be able to understand comprehensively the passage.

Page: 131
Period: (45) minutes.
Teaching method: oral, discussing, questions/answers and role play.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

<u>Step one</u>

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and check out the students' homework respectively.

<u>Step two</u>

- **Evaluation:** Evaluate your students by asking some questions like:
  1. Who can define present perfect continuous tense?
  2. Who can tell us what since shows in present perfect tenses?

Brainstorming: In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or look at the lesson 3 for 15 second, then, explain what this lesson will be about.

<u>Step three</u>

- **Reading:** Read the paragraph about language school in England aloud and ask your students to listen carefully. Don't translate it in Dari or Pashto. Translation in Dari or Pashto should be used as a last resort. Then, only to translate the words not the patterns.
- Ask your students to read the paragraph silently and answer the questions in part B of page 131 in their notebooks.
- Call some of your students by name to read the paragraphs aloud. Then, call them in pairs to ask and answer questions. For example, one student reads the questions from part B and another student answers.
- Divide your students in groups to talk about schools in Afghanistan. Then, call some of the students to talk about it aloud and get other students to ask him/ her questions.

<u>Step four</u>

- **Homework:** Ask your students to write a paragraph about schools in Afghanistan.

Unit eleven
Lesson four

Objective of the lesson:

- ❖ Students should be able to know the meanings of new words and use them properly in oral and written sentences.

Pages: 132-133
Period: (45) minutes.
Teaching method: oral, visual, display, discussing, questions/answers and role play.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and check out the students' homework respectively.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. What does the word accommodation mean?
  2. Who can tell us how education system in Afghanistan is.

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or present some of the words picture from yourselves which reflect the chosen words main concept.

Step three

- **Word study:** Before reading the word study section on page 132, write the bolded words on the blackboard and ask the students if they know their meaning and can use it in sentences. Then, call some of the students to read the words in turn. For example, one student reads the first word with sentences; next student reads the second word. Continue this till all the words are read. Don't translate the words; try to teach the meaning of them by making different sentences.

Step four

- **Word study:** Ask your students to read the sentences in word study section on page 133 silently and complete them with the given words. Be careful that they should use a pencil not a pen. Then, call them by name to read the sentences aloud. If anyone fails, give the chance to the next student.

Exercise solution:

1. Our new school has good **facilities** for studying and playing sports.
2. One of the **advantages** of traveling by plane is that it is faster.
3. I don't know what to do when I leave school. What are the different **possibilities**?
4. Ali's class makes many **excursions** by bus.
5. A hungry and thirsty man has two **needs** food and drink.

a. advantages
b. facilities
c. needs
d. excursions
e. possibilities

1. I think I **recognize** that. I have seen him on TV.
2. You can **improve** your English by working harder.
3. When my guests arrive, I will **offer** them tea or coffee.
4. That man's job is to **design** buildings. He draws the plans and other people build them.
5. Our vacation will be less expensive if we **share** a double room.

a. offer
b. design
c. improve
d. share
e. recognize

1. On that course, there are 34 lessons **per** week.
2. Some of the lessons were designed **especially** for him.
3. These cars are **foreign**. They were not made in this country.
4. He used to teach in a governmental school, but now he teaches in a **private** one.
5. He took the **intensive** course because he wanted to learn a lot in short time.

a. intensive
b. per
c. especially
d. private
e. foreign

Step five

- **Homework:** Ask your students to use the words on page 133 of the book in sentences and write them in their notebooks.

Unit eleven
Lesson five

Objective of the lesson:

- ❖ Students should be able to fill out a registration form.

Pages: 134-135
Period: (45) minutes.
Teaching method: oral, discussing, questions/answers.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and homework.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. What are the advantages of going to English course are?
  2. Who can explain the meaning of excursion and use it in a sentence?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to lesson or by asking some questions like:
  1. What is a registration form?
  2. How are you registered to school?

Step three

- **Activities:** Get the students to look at page 134 of the book and look at the conversation between the director and you. Read the conversation aloud and get the students to listen to the conversation. Do not translate it in Pashto or Dari. Translation on Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Then make further pairs to practice the conversation aloud to strengthen the pronunciation of the students.
- Call the students in pairs to ask and answer questions. For example, one student reads the question from part A of page 134 and another student answers.
- Tell your students to study the registration form that the director has filled. Then divide them in pairs to make a conversation like they practiced on page 135. First they should practice the conversation with their seat partner. Then, make further pairs to practice it aloud.

Step four

- Homework: Ask your students to draw its own registration form in language skills acquisitions.

Unit eleven
Lesson six

Objectives of the lesson:

- ❖ Students should be able to read and fill out registration form

Pages: 136-137
Period: (45) minutes.
Teaching method: oral, discussing, questions/answers.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say و علیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and homework.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. Why people fill a registration form before they attend school?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. Have you seen and filled a registration form?
  2. Can you tell the items written in a registration form?

Step three

- **Activities:** Read the letter aloud and ask your students to listen carefully. Don't translate it in Dari or Pashto. Translation in Dari or Pashto should be use as a last resort. Then, translate only the words not the whole pattern.
- Call some of your students by name to read the letter aloud. Then, describe the form in part B of page 136 to the students.
- Ask your students to pretend that the secretary hasn't completed the form yet. Ask them to read the letter silently and fill in the form in part C of page 138. Then, give them time to read the registration form in part D silently and complete it about themselves. After that, call some of them by name to read their form aloud. If anyone makes a mistake in filling out the form, ask another student to help him/ her.
- Ask your students to read the misspelled words in part E of page 137 silently and complete them with suitable letters in their notebooks.
- Call some of them to read the words aloud. If anyone failed, give the chance to the next student.

Exercise solution:

1. a**cc**o**mm**odation
2. Fac**i**l**i**ties
3. lab**ora**tory
4. a**dv**antage
5. flu**en**t
6. n**a**tiv**e**
7. av**er**age
8. for**eig**n
9. priv**a**te

Step four

- **Homework:** Ask your students to design a new registration form for my purpose.

Unit eleven
Lesson seven

Objective of the lesson:

❖ Students should be able to write an application letter for registration.

Page: 138
Period: (45) minutes.
Teaching method: oral, visual, display, discussing, questions/answers and role play.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say و علیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and homework.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. Who can use the word facility in a sentence?
  2. What is a registration form?
- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to lesson or by asking some questions like:
  1. Who can tell us the parts of a letter?
  2. Have you ever filled out a registration form?

Step three

- **Writing:** Before doing the exercise ask your students to copy the registration form in their notebooks. Then divide them in pairs to ask questions from each other and fill out the form.
- Draw the registration form on the blackboard and ask one or two pairs to come in front of the class. Call one of them to ask question from his/ her partner to fill the form out. Help them while they are asking and answering questions.
- Call your students to write a letter to the Director of Afghan English Academy in Kabul in their notebooks. Tell them that they can use the letter on page 138.
- Call one or two students to come in front of the class to read their letter. Help him/ her in arranging the sentences.

Step four

- **Homework:** Ask your students to write a letter to Habibia High School in Kabul for registration.

Unit eleven
Lesson eight

Objective of the lesson:

- ❖ Students should be able to use present perfect continuous tense in oral and written sentences.

Pages: 139-140
Period: (45) minutes.
Teaching method: oral, visual, display, discussing, questions/answers and role play.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and homework.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. Who can explain the parts of a letter?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or write few different sentences including present perfect continuous and then, ask the students if they recognize their tenses.

Step three

- **Review:** Before reading the grammatical table about present perfect continuous tense, ask them for the definition, structure and examples of it. Then, call two or three students to read the table aloud.
- Give your students time to read the sentences in part A of page 139 silently and complete them with the correct auxiliary verb have or has. Then, call some of them by name to read the sentences aloud. If anyone makes a mistake, don't correct him/ her yourself; give the chance to the next students.

Exercise solution:

1. He **has** been watching TV since six o'clock.
2. **Have** you been working?
3. I **have** been talking on the telephone for twenty minutes.
4. Where **have** you been going since morning?
5. She **has** been skipping for ten minutes.

- Ask your students to read the sentences in part B of page 139 silently and change them to questions. Then, call them in pairs. For example, one student reads the sentence he/ she has changed and another student answers.

Exercise solution:

1. The English teacher has been teaching for five years.
   Has the English teacher been teaching for five years?
2. She has been talking for five minutes.

Has she been talking for five minutes?

3. I have been playing tennis for fifty minutes.
   Have you been playing tennis for fifty minutes?
4. They have been playing cards since nine o'clock.
   Have they been playing cards since nine o'clock?
5. He has been painting the room for twenty five minutes.
   Has he been painting the room for twenty five minutes?
   - Write the sentences in part B of page 139 on the blackboard and ask your students to come in front of the class and change them to questions by using interrogative words.

Exercise solution:

1. The English teacher has been teaching for five years.
   How long has the English teacher been teaching?
2. She has been talking for five minutes.
   How long has she been talking?
3. I have been playing tennis for fifty minutes.
   How long have you been playing tennis?
4. They have been playing cards since nine o'clock.
   What they have been playing since nine o'clock?
5. He has been painting the room for twenty five minutes.
   How long has he been painting the room?
   - Before reading the grammatical table about gerund, ask your students if they could define gerund and give examples. Then, call some of them by name to read the table aloud.
   - Give your students time to read the sentences below the table on page 140 silently and complete them with the given words. Then call some of them by name to read the sentences aloud. If anyone makes a mistake, give the chance to the next students.

Exercise solution:

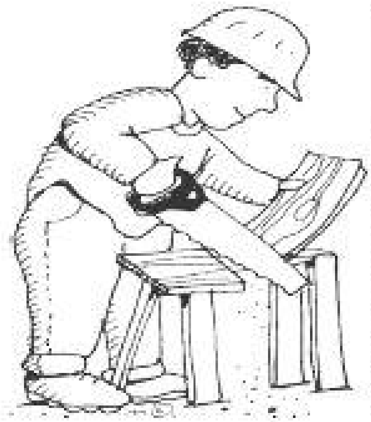
1. **Watching** too much TV harms your eyes.
2. **Having** a complete breakfast is useful for health.
3. Stop **playing**.
4. Children love **making** mud castle.
5. He was punished for **telling** a lie.
6. He is fond of **writing** stories for teenagers.

<u>Step four</u>

- **Vocabulary list:** It is a very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to understand the words in different form of the parts of speech; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.
- Pronounce the words aloud and ask the students to repeat them after you. Then ask some of them to read and pronounce the vocabulary list aloud.

<u>Step five</u>

- **Homework:** Ask your students to use the noun section of the vocabulary list in sentences and write them in their notebook.

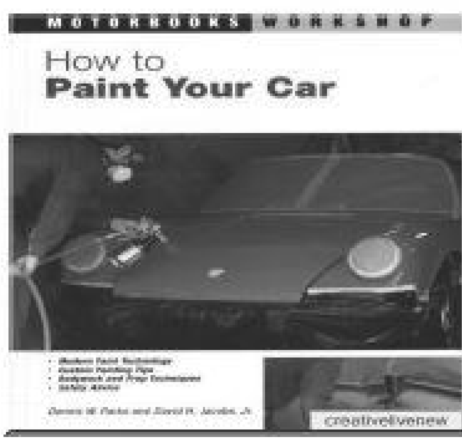



Unit Twelve

Technical School

In this unit, you are going to:

- learn the usage of Relative Pronoun.
- read a paragraph about Technical Education in Kabul to improve your reading skill.
- read an application letter.
- Learn how to write an application letter.
- learn new words.





Unit twelve
Lesson one

Objective of the lesson:
- Students should be able to comprehend a dialogue or conversation when listening.

Page: 142
Period: (45) minutes.
Teaching method: oral, discussing, questions/answers.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one
- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and homework.

Step two
- **Evaluation:** Evaluate your students by asking some questions like:
  1. Who can use gerund as the subject of a sentence?
  2. Who can use gerund as object of a sentence?

- **Brainstorming:** In order to make your students concentrate your on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. What is a vocational school?
  2. Have you ever gone to any vocational schools?

Step three
- **Conversation:** Get the students to look at page 143 of the book. Read the conversation aloud and get the students to listen to the conversation. Do not translate it in Pashto or Dari. Translation on Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Then make further pairs to practice the conversation aloud to strengthen the pronunciation of the students.
- Call the students in pairs to practice the questions in part B on page 143. For example one student reads the questions and another student answers.

Step four
- **Homework:** Ask your students to write a paragraph about a technical school.

Unit twelve
Lesson two

Objective of the lesson:

- ❖ Students should be able to know relative pronouns and use them in oral and written sentences.

Page: 143
Period: (45) minutes.
Teaching method: oral, visual, display, discussing, questions/answers and role play.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and homework.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. What do the trainees learn in vocational school?
  2. Have you ever visited any vocational schools?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. Who can tell us what a relative pronoun is?

Step three

- **Grammar:**

Relative clause: we use a relative clause to give more information about a noun phrase in a preceding clause. Instead of repeating the subject noun phrase, we can use a relative pronoun (who, which and that). For examples,

1. I have a friend. He lives in Qalat. I have a friend **who lives in Qalat**.
2. We found a shop. The shop sold ancient things.
   We found a shop **which sold ancient things**.

When we use a relative pronoun instead of an object noun or pronoun, we put the relative pronoun at the beginning of the relative clause. We don't repeat the noun or pronoun. For example,

1. I loved the card. You sent it. I loved the card **that** you sent.
2. He is a man. I give him my bike. He is the man **whom** I gave my bike.

We usually try to put relative clauses immediately after the noun phrases they describe, but we can include a preposition phrase between the noun phrase and the relative clause.

1. The food came in plastic bags. We had to eat the food.
   The food **that we had to** eat came in plastic bags.

Relative clauses with who, whom and that

We use who and whom when we are talking about people. We can use who as the subject of a relative clause and whom as the object. Whom is formal. In informal situations, we can use who as the object or, more usually, we leave out the relative pronoun.

1. Naseer is a teacher. He teaches English.
   Naseer is a teacher who teaches English.
2. The person wasn't the principal. You met him.

The person whom you met wasn't the principal.
The person who you met wasn't the principal.

We use which and that for persons, things and animals like in example 1 and after group nouns such as team for a group of people we are thinking of as a single unit like in example 2. Which is more formal? In informal situations, we use that instead of who/ whom like the sentences in example 3. For example,

1. I found the keys **which/ that** were missing.
   They own a cat **which/ that** doesn't have a tail.
2. We were in the team. The team won the cup.
   We were in the team **which/ that** won the cup.
3. The woman is a nurse. She lives next door.
   The woman **that** lives next door is a nurse.

- Define briefly relative pronoun and write its examples on the blackboard. Show the changes practically to the students. Then, write some sentences on the blackboard and ask your students to join them with correct relative pronoun. For example,
  1. He is a teacher. He teaches us chemistry.
  2. I bought a book. You saw it yesterday.
- Call some of your students by name to read the grammatical table about relative pronoun aloud.
- Ask your students to read sentences in part A of page 144 silently and complete them with correct relative pronoun. Then, call some of them by name to read the sentences aloud. If anyone makes a mistake, give the chance to the next student.

Exercise solution:

1. I brought the dictionary **that/ which** Mariam wanted.
2. The boys **who** were intelligent were admired.
3. The flowers **that/ which** grow in our garden are not for sale.
4. This is only one of his poems **that** is worth reading.
5. This is the teacher **who** taught us English last year.

- Ask your students to read the sentences in part B of page 144 silently and join them in one sentence with relative pronoun and write them in their notebooks. Then, call them individually to read the sentences they have written. If anyone fails, give the chance to next students.

Exercise solution:

1. I met our teacher. He taught us English.
   I met our teacher who taught us English.
2. This is the house. I went in it yesterday.
   This is the house that I went in yesterday.
3. We always like the people. The people speak about the truth.
   We always like the people who speak about the truth.
4. He has not brought the knife. I asked him to bring a knife.
   He has not brought the knife that I asked.
5. Bring me the book. The book is on the table.
   Bring me the book that/ which is on the table.

<u>Step four</u>

- **Homework:** Ask your students to write ten sentences in which five of them the relative pronoun should be the subject and in five of them as object of the sentence.

Unit twelve
Lesson three

Objective of the lesson:
- Students should be able to read a text comprehensively.

Page: 145
Period: (45) minutes.
Teaching method: oral, discussing, questions/answers.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say و علیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and homework.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. Who can use a relative pronoun as subject of the sentence?
  2. Who can use a relative pronoun as object of the sentence?
- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. What do technical education schools teach?
  2. Have you ever been to technical lesson?
  3. Would you like to continue your higher education in a technical institute

Step three

- **Reading:** Read the paragraph about technical schools in Afghanistan on page 145 aloud and ask your students to listen carefully. Don't translate it in Dari or Pashto. Translation in Dari or Pashto should be used as a last resort. Then, only translate the words not the patterns.
- Ask your students to read the paragraph silently and answer the questions in part B of page 145 in their notebooks. Then, call some of them in pairs to ask and answer the questions. For example, one student reads the question and another student answers. After that, ask some of them to read the paragraph aloud.

Step four

- **Homework:** Ask your students to write a paragraph about technical school.

Unit twelve
Lesson four

Objective of the lesson:

- ❖ Students should be able to learn new words and use them in sentences.

Pages: 146 -147
Period: (45) minutes.
Teaching method: oral, discussing, questions/answers.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

<u>Step one</u>

- Say السلام علیکم to the students and get them to say و علیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and homework.

<u>Step two</u>

- **Evaluation:** Evaluate your students by asking some questions like:
  1. What qualification is needed for enrolment of technical schools?
  2. What is technical education for?
- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to lesson or prepare few words picture and show to the students. Then they should guess which of those words are belonging to a picture.

<u>Step three</u>

- **Word study:** Before reading the word study section on page 146, write the bolded words on the blackboard and ask the students if they know their meaning and can use in sentences. Then, call some of the students to read the words in turn. For example, one student reads the first word with sentences; next student reads the second word. Continue this till all the words are read. Don't translate the words; try to teach the meaning of them by saying different sentences.

<u>Step four</u>

- **Word study:** Ask your students to read the sentences in word study section on page 147 silently and complete them with the given words. Be careful that they should use a pencil not a pen. Then, call them by name to read the sentences aloud. If anyone fails, give the chance to the next student.

Exercise solution:

1. With **refrigerator** you can keep food for a long time.
2. Yesterday's program was the last one in the **series**.
3. Trainees during **carpentry** learn how to make things with wood.
4. Classes on car mechanics usually take place in a **workshop**.
5. Ahmad's **company** has offices all over Afghanistan.

a. company
b. carpentry
c. refrigerator
d. series
e. workshop

1. This steel pipe is broken. I will have to **weld** it.
2. Listening and speaking **go on** in most English lessons.
3. The aim of the technical school is to **produce** skilled workers.
4. You should **apply** for a place in a school by writing an application letter.
5. Here is a list of courses. Please **select** the ones you want to take.

a. go on
b. weld
c. select
d. apply
e. produce

1. My computer has been very **useful** to me in my work.
2. If you want to study banking, you should go to a **commercial** school.
3. This is a course in **basic** car repair. It is not for advanced students.
4. If you want to study car mechanics, you should go to an **industrial** school.
5. The **vocational** secondary schools offer training in many skills like typing, and welding.

a. useful
b. vocational
c. commercial
d. basic
e. industrial

1.Ali had just graduated from an industrial **institute**.
2.For his course in office work, he must learn **typing.**
3.With **air conditioning** you can live comfortably in a hot climate.
4.Nadia doesn't pay for her course herself. She gets a **grant**.
5.This airport will cost the government about one **billion** Afghanis.

a. air conditioning.
b. grant
c. institute
d. typing
e. billion

Step five

- **Home work:** Ask your students to use the given words on page 147 in sentences and write them in their notebooks.

Unit twelve
Lesson five

Objective of the lesson:

- ❖ Students should be able to write an application letter correctly.

Page: 148
Period: (45) minutes.
Teaching method: oral, discussing, questions/answers.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

<u>Step one</u>

- Say السلام علیکم to the students and get them to say و علیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and homework.

<u>Step two</u>

- **Evaluation:** Evaluate your students by asking some questions like:
  1. Who can use the word agriculture in sentences?
  2. Who can say the meaning of the word produce in English and use it in sentence?
- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. Do you know how to write an enrolment letter?

<u>Step three</u>

- **Writing:** Read the letter in part A of the writing section on page 148 aloud and ask your students to listen carefully. Describe the letter and show them practically how to write an application letter. Don’t translate it in Dari or Pashto. Translation in Dari or Pashto should be use as a last resort. Then, only to translate the words not the patterns. Then, ask two or three students to read the letter aloud.
- Ask your students to write an application letter in group of 4 to a school in their provinces. Observe them if they write correctly. Then call some of them to read their letters aloud.

<u>Step four</u>

- **Homework:** Ask your students to write an application letter to company in their notebooks.

Unit twelve
Lesson six

Objective of the lesson:

- ❖ Students should be able to use addition, subtraction, multiplication and division in mathematics problems.

Page: 149
Period: (45) minutes.
Teaching method: oral, discussing, questions/answers.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say و علیکم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and homework.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. What an application letter is used for?
  2. What are the most important steps for an application letter?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or asks your students guess what technical schools do?

Step three

- **Activities:** Ask your students if they know the mathematical signs in English. For example, what do we call +, -, ÷, x and = in English? Then tell them to write their names on the blackboard and read it aloud.
- Read the problems in part A of the activity section on page 149 aloud and show them practically on the blackboard. Then, call two or three students to read the problems aloud.
- Call your students to write 25 in their notebooks. First, tell them to double it. Second, tell them to multiply the answer to by four. Third, ask them to add 9. Fourth, tell them to divide the total by three. Finally, ask them to subtract the number that you first told them. The remainder is the answer. Then, call a few students to come in front of the class and write the problems they have just solved on the blackboard. If anyone can't, give the chance to the next student.
- Ask your students to read the problem in part C of page 149 silently and solve them in their notebooks. Then, call some of them by name to come in front of the class and solve the problems on the blackboard. If anyone can't, give the chance to the next student.

Exercise solution:

1. 256 + 566 = 822
2. 389 – 298 = 91
3. 345 × 6 = 2070
4. 1789 ÷ 8 = 223
5. 456 × 4 = 1824
6. 359 ÷ 3 = 119
7. 245 × 9 = 2205
8. 243 ÷ 5 = 48
9. 2345 + 875 = 3220
10. 12334 – 8999 = 3335

<u>Step four</u>

- **Homework:** Write the number 67 on the blackboard and ask your students to solve it like the example in part A of page 149 in their notebooks.

Unit twelve
Lesson seven

Objective of the lesson:

- ❖ Students should be able to talk about technical schools.

Page: 149
Period: (45) minutes.
Teaching method: oral, discussing, questions/answers.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and homework.

Step two

- **Evaluation:** Evaluate your students by asking some questions like:
  1. What are the main signs in mathematics problems are?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to lesson or by asking some questions like:
  1. What are the main steps of building a house?

Step three

- **Activities:** Ask your students to look at the pictures carefully on page 150 of the book. Read the paragraph in part B of the activity section aloud and ask your students to listen carefully. Then, call some of your students to read the paragraph aloud.
- Ask your students to write a paragraph about how to build a house in their notebooks. Then, call some of them to come in front of the class to read their paragraph. After that, call two or three students to come in front of the class and talk about how to build a house. While he is finished talking, get other students to ask him/ her questions.

Step four

- **Homework**: Ask your students to write a paragraph about how they built their houses in their notebooks.

Unit twelve
Lesson eight

Objective of the lesson:
- ❖ Students should use relative pronouns in sentences.

Pages: 151-152
Period: (45) minutes.
Teaching method: oral, discussing, questions/answers and role play.
Teaching materials: Blackboard, eraser, chalk.
Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
Evaluation: questions and answers, oral, visual, display, etc.

Step one
- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings should be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Ask the students something about their previous lesson to check their understanding of the topic and homework.

Step two
- **Evaluation:** Evaluate your students by asking some questions like:
  1. Who can tell us how they built their houses?

- **Brainstorming:** In order to make your students concentrate on their lesson, start your lesson by saying a joke related to the lesson or by asking some questions like:
  1. Who can name relative pronouns?
  2. Who can define relative pronoun and use it in a sentence?

Step three
- **Review:** Before reading the grammatical table, ask your students if they can name and define relative pronoun.
- Explain relative pronoun briefly and show them practically in sentences on the blackboard. Then, call three to four students to read the table aloud.
- Ask your students to read the sentences in part B of page 151 silently and complete them with correct relative pronoun in their notebooks. Then, call some of them to read the sentences aloud. If anyone can't, give the chance to the next student.

Exercise solution:
1. The man **who** is standing in front of the door is my father.
2. I watched the film **which** you explained yesterday.
3. Do you know the teacher **who** teaches us geography?
4. The thief **who** stole the car was caught by the police.
5. The students **who** are intelligent received awards.
6. This is the school **that/ which** I graduated from.

- Give your students time to read the sentences in part C of page 151 silently and join them with correct relative pronoun in their notebooks. Then, call some of them individually to read the sentences aloud. If anyone makes a mistake, give the chance to the next student.

Exercise solution:

1. The boy is my friend. He is wearing black suit.
   The boy who is wearing black suit is my friend.
2. The doctor is my brother. He works in Estaqlal Hospital.
   The doctor who works in Estaqlal Hospital is my brother.
3. She gave me the book. The book you lent to her.
   She gave me the book which you lent her.
4. The furniture is comfortable. The furniture is made of cotton.
   The furniture which is made of cotton is comfortable.
5. The dog barks a lot. It is my neighbor's dog.
   The dog that barks a lot is my neighbor's.
6. This is a jungle. A lion lives in jungle.
   This is a jungle where a lion lives.

<u>**Step four**</u>

- **Vocabulary list:** It is very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to understand the words in different form of the parts of speech; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.
- Pronounce the words aloud and ask the students to repeat them after you. Then ask some of them to read and pronounce the vocabulary list aloud.